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ABSTRACT

Presented in four sections, this handbook was prepared to assist school administrators and placement service personnel in the organization and administration of a student job placement service for a secondary school. The handbook is primarily based on results obtained from developmental projects in a series of workshops provided to train placement directors and secretaries in nine exemplary student job placement services in Virginia. Section I presents the following objectives of a placement service: placement of graduates in full-time or part-time jobs; placement of early school leavers; placement of students in part-time jobs; coordination of preplacement training for high school students and graduates seeking employment; advising students of occupational opportunities available through continuing education; administration; and public relations. Section II describes the organization of such a service and outlines the duties of the director and the secretary. Section III describes the operation of a student job placement service under the following categories: clients to be served; coordination with other agencies concerned with placement; and advisory committees. The final section discusses the important administrative functions involved, including establishing goals, program planning, research, evaluation, preemployment training, budgeting, and public relations. Related materials and sample forms are appended. (BM)

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HANDBOOK
on the
ORGANIZATION and ADMINISTRATION of a
STUDENT JOB PLACEMENT SERVICE
for a
SECONDARY SCHOOL

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This handbook was prepared in connection with an inservice training program for directors and secretaries that were conducting Student Job Placement Service programs in local high schools. The programs were conducted as exemplary projects in vocational education under Part D of Public Law 90-576.

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ACKNOWLEDGEMENTS

In 1973, the Division of Vocational Education, State Department of Education, funded several exemplary Student Job Placement projects. As a part of these projects, an inservice training program was initiated. Much of the material used in preparing this handbook was developed in connection with the inservice training program and as a result of the experiences of the nine placement directors in conducting the local Student Job Placement programs. Sincere appreciation is expressed to these placement directors.

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PREFACE

This handbook has been prepared to assist school administrators and placement service personnel in the organization and administration of a student job placement service for a secondary school.

Most of the content of the handbook is based on results obtained from developmental projects in a series of workshops provided to train placement directors and secretaries in nine exemplary student job placement services in Virginia. All of the examples of forms and materials included in the Appendix were developed by one or more of the placement directors in these pilot programs.

The Exemplary Student Placement Service projects were initiated to demonstrate the feasibility of schools assuming responsibility for the placement of secondary students at every exit level and to establish a systematic, effective job placement capability that would serve all students in the secondary school.

This document, Handbook on the Organization and Administration of a Student Job Placement Service for a Secondary School, is the product of the experience of placement personnel in these projects and the personal experiences of the individuals directing the workshops.

The authors would like to express appreciation to Mr. George Orr, Director; Miss Marguerite Crumley, Associate Director; and Mrs. Maude P. Goldston, Assistant State Supervisor of Vocational Education, State Department of Education, for initiating the exemplary Student Job Placement Service projects in Virginia. Special recognition is due Dr. Mary F. Lovern, Supervisor, Pilot Studies, Division of Education Research and Statistics, State Department of Education, for editing this publication.

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Section I

INTRODUCTION

The National Advisory Council and the Virginia Advisory Council on Vocational Education have repeatedly expressed concern about the need for education to assume responsibility for assisting students to enter and advance in the world of work. These groups of interested and knowledgeable lay citizens believe, as do many educators, that schools should give the same emphasis to placing students in jobs as they now give to placing students in colleges. Virginia has recently enacted legislation, Senate Bill 647, mandating employment counseling and placement services in all secondary schools in Virginia.

Objectives

In order to design a plan that will provide a systematic, effective job placement capability that will serve all students in a secondary school, it is necessary to examine the objectives of a student job placement service. In Virginia the objectives of a placement service are (1) placement of graduates in full-time or part-time jobs, (2) placement of early school leavers, (3) placement of students in part-time jobs, (4) coordination of preplacement training for high school students and graduates seeking employment, (5) advising students of occupational opportunities available through continuing education, (6) administration, and (7) public relations.

Section II

ORGANIZATION OF A STUDENT JOB PLACEMENT SERVICE

To accomplish the objectives of a placement service each secondary school must determine the organization that will best serve the needs of that school. The size of the high school, the availability of part-time as well as full-time jobs, and the nature and scope of vocational offerings in the school are determining factors to consider when deciding upon the organization of the placement service.

In a large high school, a full-time placement service director and a full-time secretary will be needed. In a large city or county school system, it may be advisable to have a city or county student job placement director in addition to a director in each high school. In small high schools the job of the placement director may not require full-time attention. In this case, one placement director may serve two or more schools with a definite schedule of time arranged in each school. In some counties it may be advisable to have a placement director to coordinate placement for the entire county, with one faculty member in each school designated to work with the placement of students in that school. In small counties with only one small high school, it may be necessary to allocate a portion of time of a qualified faculty member to serve as a placement director. In this instance, part-time clerical assistance would be adequate.

Regardless of the size of the operation, the duties of the placement director and the secretary will necessarily be the same if the objectives deemed essential for all placement services are to be achieved.

PERSONNEL

The Placement Director

The success of a placement service in a secondary school depends in large measure on the way in which the placement service directors carry out the responsibilities of their jobs. The placement service directors will work with personnel in business and industry; with students and parents; with guidance personnel; with vocational educators, particularly teacher-coordinators; and with various advisory groups. It is therefore essential that the placement service directors have the personal and professional qualifications that will make it possible for them to succeed in this important assignment.

Personal Characteristics. The placement service directors should be mature individuals with the recognized ability to work well with both young people and adults. They must be able to command the respect and confidence of employers and other business and professional leaders in the community. They should be able to plan and conduct the activities of their offices with little supervision.

Professional Qualifications. The directors of school placement services should be knowledgeable about vocational education and about occupational advisement. It is essential for the directors to have the amount, the variety, and the quality of occupational experience that will make it possible for the persons in these positions to analyze the needs of business and industry. The directors should have demonstrated competency in both oral and written communications.

The Duties of the Placement Service Director. Based on the objectives that have been identified for a placement service, the duties of the placement service director are as follows:

I. Placing graduates in full-time or part-time jobs
  A. Determine job needs
    1. Survey seniors prior to graduation to determine job needs
    2. Prepare file of seniors seeking employment
    3. Interview seniors who indicate need for full-time jobs
    4. Interview seniors who indicate need for part-time jobs
  B. Refer seniors to jobs
    1. Arrange preemployment training for seniors
    2. Contact potential employers regarding placement of graduates
    3. Prepare news article regarding placement
    4. Before graduation publicize job openings via public address system, bulletin board, and school newspaper
    5. Provide card of introduction to each senior who goes for job interview
    6. Obtain report from employer following each interview with graduating senior

II. Placing early school leavers
  A. Identify early school leavers
    1. Set up system of communication with guidance office, attendance officer, and other staff members
    2. Seek assistance from students in school regarding early school leavers
  B. Analyze problems of early school leavers
    1. Analyze school records
    2. Study juvenile court records if appropriate
    3. Determine reason and problem areas which caused student to drop out of school
  C. Advise early school leavers
    1. Mail brochure to early school leavers
    2. Encourage early school leavers to come for individual conferences
    3. Encourage parents to come for individual conferences
    4. Have early school leavers complete interest survey
    5. Provide interest and ability testing services to early school leavers
    6. Make early school leavers aware of psychological services available in school and public health divisions
    7. Make early school leavers aware of career opportunities in the military service, police cadet programs, and other government work programs.
    8. Explain GED and other ways to obtain a high school diploma

- D. Prepare early school leavers for job placement
    - 1. Contact business and industry leaders who may employ early school leavers
    - 2. Seek assistance of advisory committee in placing students with special problems
    - 3. Work with employment commission in placing early school leavers
- E. Follow up early school leavers
    - 1. Talk with employers about strengths and weaknesses of early school leavers
    - 2. Advise early school leavers concerning job problems

III. Placing students in part-time jobs

- A. Identify students seeking part-time employment
    - 1. Prepare survey form
    - 2. Arrange with administration for survey of student body
    - 3. Prepare application form
- B. Assess student needs and wants
    - 1. Interview students
    - 2. Examine student permanent records
    - 3. Provide for tests when appropriate and feasible
    - 4. Utilize student interest forms
    - 5. Identify disadvantaged or handicapped students
- C. Identify employment opportunities
    - 1. Prepare occupational survey form
    - 2. Seek cooperation of vocational teachers in conducting an occupational survey of the community
    - 3. Become familiar with job requirements
    - 4. Seek assistance of advisory committee
    - 5. Determine legal restraints, if any, concerning proposed part-time jobs
- D. Refer student to jobs
    - 1. Prepare card of introduction for students
    - 2. Prepare form for employer to report result of interview

IV. Coordinating preplacement training

- A. Arrange for preemployment classes for part-time students prior to special seasonal employment
    - 1. Survey to determine interest in preemployment classes
    - 2. Determine availability of courses provided by distributive education or other vocational education personnel and arrange for teacher(s)
    - 3. Assist in arranging physical facilities for classes
    - 4. Assist in publicizing preemployment classes
    - 5. Provide recognition to students for completion of preemployment class
- B. Arrange for preemployment classes for seniors seeking full-time or part-time employment
    - 1. Survey to determine interest of seniors in preemployment classes
    - 2. Arrange with vocational teacher to teach class as a part of his adult education responsibility
    - 3. Provide recognition to seniors who complete a preplacement class

    4. Arrange minicourses for specialized employment (e.g. child care, gift wrapping)
    5. Provide individual advice to students

V. Advising students of occupational opportunities available through continuing education
  A. Provide information about continuing education
    1. Obtain information about continuing education opportunities from community colleges, technical schools, and adult education services
    2. Obtain information about educational programs provided by business and industry
    3. Make file of above information available to graduates and early school leavers
  B. Advise graduates and early school leavers about continuing education
    1. Advise graduates who drop out of college about community college and adult education offerings
    2. Advise early school leavers from high school about GED test
    3. Advise early school leavers from high school about night school offerings

VI. Administering a placement service
  A. Select and train secretary
  B. Develop an adequate filing system
  C. Purchase equipment and materials
    1. Select and purchase file cabinets
    2. Select and purchase card files
    3. Select and purchase office furniture
    4. Select and purchase typewriter
    5. Select and purchase dictation and transcription machine
    6. Select and purchase audio-visual equipment for training
    7. Have stationery printed
    8. Procure training materials
  D. Arrange for telephone service
  E. Survey job market
  F. Develop appropriate forms, such as:
    1. Application
    2. Student survey
    3. Parents
  G. Participate in inservice training
  H. Prepare reports
  I. Prepare requisitions for reimbursement
  J. Evaluate each component of the program
  K. Determine immediate and long-range goals
  L. Establish priorities through developing a program of work
  M. Prepare annual budget
  N. Establish and work with advisory committee
    1. Prepare suggested list of advisory committee members for superintendent
    2. Prepare letter for superintendent to send to advisory committee members
    3. Arrange time and place for meeting

        4. Mail announcement of meeting
        5. Prepare tentative agenda for meeting
        6. Preside at first meeting until election of chairman
        7. Elect chairman and secretary
        8. Prepare background information for meeting:
            a. Need for placement service
            b. Purposes of placement service
            c. Relation to other placement efforts
        9. Identify functions of advisory committee
        10. Keep official records of committee meetings
        11. Serve as ex-officio member of the advisory committee
    O. Develop cordial work relationships with:
        1. Vocational teacher-coordinators
        2. Vocational teachers
        3. Guidance counselors
        4. Principal
        5. Faculty

VII. Promoting public relations
    A. Prepare and distribute descriptive material
        1. Prepare and distribute brochure
        2. Prepare articles for local newspapers
        3. Prepare articles for school newspaper
        4. Prepare letter to prospective employers
        5. Prepare and utilize a business card
    B. Publicize program via radio
    C. Publicize program via television
    D. Make personal appearances to explain placement service to:
        1. Civic groups
        2. Business groups
        3. Board of Trustees
        4. Faculty
        5. P.T.A.
    E. Sponsor special events (e.g. career fairs)
    F. Maintain attractive physical surroundings

The Secretary

In addition to the usual secretarial duties, the secretary in a secondary school placement service office has duties relating to students, faculty, and employers. For this reason it is essential that the placement service secretary and/or other clerical personnel have maturity, good judgment, and a pleasing personality as well as the technical skills of a secretary or clerk-typist. By setting up and maintaining an attractive, pleasant atmosphere in the placement service office the secretary can make the office a place where students, faculty, and employers feel comfortable and at ease. Since the placement director must spend at least half of the time in the business community, the secretary must be the liaison between the placement director and the clients of the placement service. It is the secretary's job to assist the placement director in carrying out the many responsibilities of that job. The duties of a school placement service secretary may be classified as follows:

I. Duties regarding students
   A. Receive student applications for job
   B. Schedule student interviews with placement director
   C. Handle student passes or other memos in accordance with school policy
   D. Assist placement director in providing information to students regarding job openings
   E. Assist placement director in supervising testing and other individual student activities
   F. Keep student confidences

II. Duties regarding faculty
   A. Maintain cordial working relationships with entire faculty
   B. Assist placement director in keeping members of faculty, particularly vocational education and guidance personnel, informed

III. Duties regarding employers
   A. Take job information from employers by telephone
   B. At request of placement director, call employers regarding appointments for interviews or for other job information
   C. If feasible, visit some employers with placement service director in order to gain personal contact with them

IV. Duties regarding office procedures
   A. Type letters, forms, reports, manuscripts
   B. Take shorthand if required
   C. Answer and screen telephone calls
   D. Develop filing system for student information
   E. Develop filing system for employer information
   F. Schedule appointments for placement director
   G. Prepare purchase orders
   H. Assist in selecting office supplies and equipment
   I. Record purchases and payment of invoices
   J. Prepare request for reimbursement
   K. Screen mail
   L. Duplicate materials
   M. Prepare mailings
   N. Assist in developing forms
   O. Prepare material for printing

V. Duties regarding public relations
   A. Keep informational bulletin board up to date
   B. Prepare displays of occupational information
   C. Decorate office for special occasions (Christmas, Valentine's Day, etc.)
   D. Make coffee or arrange for other refreshments

Section III

OPERATION OF A STUDENT JOB PLACEMENT SERVICE

To operate effectively a student job placement service it is necessary to identify clients to be served, design a system to serve these clients, coordinate the efforts of the placement service with other agencies concerned with placement, and utilize the services of an advisory committee.

Clients to be Served

There are two major clients to be served: students, including early school leavers, high school students, and graduates; and employers, including prospective employers and employers currently employing students served by the Placement Service.

Students. There are several elements in a system to serve students: (1) a personal data form; (2) an interview procedure; (3) a referral for job interviews; and (4) a job status report.

The recommended procedure is to obtain personal, educational, and occupational information concerning every student enrolled in the high school. With the principal's permission each student should complete a questionnaire (personal data form) at the beginning of school each year. If students indicate that they are not working and do not want to work, those students' questionnaires are placed in the inactive file. If a student changes his/her mind later in the year, that questionnaire can be quickly updated and moved to the active file, which includes applications of students who want to work or who are already working. In this system, the name of the student is recorded in ink or is typed; all other information is recorded in pencil. The personal data forms can than be updated each year, or at any time during the year. The usual procedure is to arrange a date at the beginning of the school year on which this activity can take place. The forms which have been arranged according to home-room groups (or by class-rolls for a particular period) should be delivered to the appropriate teachers with a written explanation of the procedure to be followed. On the date previously selected and announced to the teachers, the placement director then gives directions for completing the questionnaires via the public address system. At the conclusion of this activity, teachers are requested to return the completed questionnaires to the central office. When students graduate, these questionnaires should be updated and put in a graduate student file. If a student drops out of school, the questionnaire of that student should also be updated and put in a special file for early school leavers.

An alternative system is to have interested students come by the placement service office to complete a personal data form. The disadvantage of this system is that information is not available for many students who should or could be served by the placement service. In order for a placement service to serve students successfully, it must also serve the needs of the business community. Frequently, under this system, qualified applicants for certain positions have not applied through the placement service; and yet there may be many qualified applicants available in that school. Samples of personal data forms and other questionnaires are in the Appendix.

In addition to having a system for obtaining information about students, it is necessary to have a plan for interviewing students. The placement director should obtain the principal's permission to interview students according to the system the school has approved for interviewing of students by guidance personnel. This usually requires a printed permission slip to excuse a student from class unless taking a test, with a place for a notation concerning "time left class," "time left placement service office," and a place for signatures of the teacher and the placement director. If students are interviewed during a class, they should be kept in the interview for as brief a time as possible.

Students who are referred to job openings or possible job openings should be given a card of introduction or referral card. Samples of these cards are included in the Appendix.

Placement service directors find it very difficult to obtain information concerning the students' success or lack of success in obtaining a job to which they have been referred. It is necessary, therefore, to utilize several methods of obtaining this data.

One method is to request the employer to return a self-addressed card; another is to ask the employer to call the placement director following interviews with students who have been referred; another is to urge students to let the placement director know the outcome of their interviews; and another is for the placement director to call each employer following the interviews. This information should be recorded on the student's personal data form.

Employers. A card file of all prospective and current employers should be maintained. The placement director, in cooperation with vocational education teachers, should make a comprehensive occupational survey of the community. After the initial survey is made the director should keep the information up to date by visiting new businesses and new industries as soon as they appear. The ideal time to approach a new business or industry is before it opens for business. The card should note the name of the firm, the address, the name of the manager, personnel manager, and/or other key personnel, and the telephone number. These cards should be kept up to date by noting any changes in key personnel.

In addition to the card file of employers the placement director should have a rotary file indicating each employer's address and telephone number.

A form on which to record specific job orders should be devised. (A sample of a job-order form is in the Appendix.) Notations concerning students referred and students placed should be carefully recorded. The job-order forms should be filed by firm name. This file will then provide data needed for various reports and evaluations.

Coordination with State and Federal Department of Labor

Child Labor Laws. The secondary school placement service is concerned with child labor laws and with wage and hour laws. It is important, therefore, that the placement director obtain from the State Labor Department the most recent state regulations regarding the employment of minors. Also, the director must obtain from the nearest office of the United States Department of Labor the most recent federal regulations regarding the employment of young people. If there is an instance where a particular state or federal regulation differs, the more stringent of the two applies.

Excerpts of Virginia Labor Laws, Employment Regulations Affecting Minors and Women may be obtained from:

Department of Labor and Industry
Ninth Street Office Building
P. O. Box 1814
Richmond, Virginia 23214

A Guide to Child Labor, provisions of the fair labor standards act, Child Labor Bulletin No. 101, may be secured from:

U.S. Government Printing Office
Washington, D.C. 20402 (Price - 20 cents)

Work Permits. All students under eighteen are required to obtain a work permit. The placement director can save the students a great deal of time by procuring sets of the work permit cards from the person the superintendent has designated to issue work permits. A copy of the cards, with the directions for handling each one, is found in the Appendix.

Minimum Wages. Since many firms are covered by the Federal Wage-Hour Law, some firms may want to apply for a Certificate to Employ Full-Time Students at Special Minimum Wages in a Retail or Service Establishment or in Agriculture. If approved, such firms may pay 85% of the statutory minimum wage. Placement directors may secure a summary of regulations regarding this certificate by requesting a copy of Employment of Full-Time Students at Special Minimum Wages in Retail or Service Establishments and in Agriculture from the following address:

U.S. Department of Labor
Wage and Hour and Public Contracts Division
3535 Market Street
Philadelphia, Pennsylvania 19104

Placement directors should also obtain a copy of Handy Reference Guide to the Fair Labor Standards Act (Federal Wage Hour Law) from the U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, Washington, D.C. 20210. A careful study of this Guide will help the placement director answer questions that employers may have about wage requirements.

Whether or not questions are raised about hours of work or wages, the placement director should refer to the documents supplied by the labor departments rather than proffer an interpretation of the regulations. Although it is the employers' responsibility to abide by the regulations, it is a goodwill gesture for the placement director to be as helpful as possible in calling attention to particular regulations which may cause the employer some difficulty.

Coordination with Others Concerned with Student Job Placement

There are several groups concerned with the placement of students in part-time and full-time employment. It is essential that the placement service personnel work closely with members in each of these groups so that each group understands the functions of the student job placement service and so that job information of mutual interest to the various groups can be shared. These are the three major groups:

1. In-School professionals, including counselors and coordinators in the various occupational areas (e.g., distributive education, vocational office training, and industrial cooperative training)
2. Virginia Employment Commission (local or area office)
3. Groups established to aid the disadvantaged

In-School Professionals

Counselors. Although the establishment of the student job placement service places the major responsibility for the placement and follow-up of all students except those enrolled in the cooperative programs in the hands of the placement service, counselors continue to be concerned--and rightfully so--about these two aspects of guidance. In addition, the placement service is obligated to provide career information to provide career information to students upon request. Unless placement service personnel keep counselors informed of their activities and share with them the results of follow-up studies, conflicts between the guidance department and the placement service could develop.

Coordinators of Occupational Areas. Coordinators of the various occupational areas have as part of their responsibilities the placement of all students enrolled in that particular program. The placement of a cooperative student has as its purpose on-the-job training which is related to the student's career interest. The student's classroom instruction is coordinated with on-the-job experiences to develop competencies needed to enter and advance in the student's chosen career. There are times when the coordinator has not succeeded in placing a student. There are other times when, because of unforeseen circumstances, a cooperative student may have lost his or her job. The placement director should share any job openings that possibly provide on-the-job training opportunities with the appropriate coordinator. This information should not be provided to the cooperative student because the coordinator must first determine whether or not the job opening meets the criteria for cooperative placements. The sharing of information works both ways; therefore, the coordinators should inform the placement service director about any job openings discovered which are not to be filled by cooperative students. In the sharing of information on a regular basis, both the placement service and the cooperative programs are strengthened.

The Virginia Employment Commission

It is very important for the school placement service and the local or area office of the Virginia Employment Commission to coordinate their efforts to assist young people in finding employment. This is especially true in regard to the placement of early school leavers and graduates.

It is suggested that a member of the Virginia Employment Commission be invited to administer its battery of tests to high school seniors and that individual appointments be set up for interested students to visit the office of the Employment Commission to discuss the results of their tests.

It is helpful to discuss types of job openings that may be available for graduating seniors and to refer qualified seniors to the office of the Employment Commission. The placement director should also seek help from the Commission in the placement of early school leavers.

If placement directors establish rapport with personnel of the Virginia Employment Commission who are particularly concerned with the placement of young people, they will prevent any feeling of conflict between the two agencies. Both agencies have the same goal; but in some instances one agency may be successful in placing a young person, and in another instance the other agency may be successful.

Groups Established to Aid the Disadvantaged

There are a number of programs established to assist the disadvantaged. Placement service personnel should maintain a close working relationship with personnel in each of these programs so that disadvantaged students can be referred to appropriate agencies for assistance. Some of these programs are described below:

Work Study. This program is for the financially disadvantaged. Those students who are accepted must be enrolled as a full-time student in a vocational education program which meets the standards of the Board of Education and of the local school division. Students applying must be at least fifteen years of age and no older than twenty. Employment under work study programs will be for the local education agency. No student shall be employed more than fifteen hours in any week during which classes in which he/she is enrolled are in session.

Neighborhood Youth Corps (NYC). This program has three main divisions: in-school, summer, and out-of-school. The local State Employment Office can provide further information about this program.

The Manpower Development and Training Act (MDTA). MDTA serves the disadvantaged by providing needed basic education: Institutional or On-the-Job Training (OJT) or Coupled Training--a combination of Institutional and OJT. Some special projects under MDTA include education and training for rural migrant workers, older workers, and returning servicemen.

Job Corps. This program is intended for the most seriously disadvantaged youths ages 16 through 21. Heavy emphasis is placed on youth from isolated rural areas and poor home environment.

Work Incentive Program (WIN). This program is for recipients of Aid to Families of Dependent Children (AFDC). The primary purpose of this program is to get people off the welfare rolls and onto payrolls. Local public welfare agencies are responsible for referring eligible AFDC recipients to the State Employment Agency for participation in the program.

The Job Opportunities in the Business Section (JOBS). This program is unique in that private employers hire, train, and retain the disadvantaged. A National Alliance of Businessmen (NAB) operates under the chairmanship of a nationally known figure appointed by the President of the United States. The local NAB staff contacts private employers seeking pledges to employ the disadvantaged. Atlanta, Georgia, and Columbus, Ohio, are the only two locations that have a NAB structure. In other areas, the program is brought to the attention of employers by the local Chamber of Commerce and by the local State Employment Office.

Vocational Rehabilitation. This program is intended for handicapped students who are approaching fifteen years of age and not older than twenty-one. Vocational Rehabilitation works with people who are handicapped physically, emotionally, or mentally and who have an I.Q. of 85 or below. The program will do what is necessary to help make these students employable.

Urban League. The Urban League is a program established for the full-time employment of minorities. Although the program will not refuse other applicants, the jobs are primarily unskilled and are full-time permanent openings.

Industrial Work Experience Programs. Students enrolled in this program are hard-core potential early school leavers. They have a non-structured school day, working part of the day and attending classes the remainder.

Advisory Committees

Placement service personnel need the advice, counsel, and assistance of employers, the Virginia Employment Commission, and other groups concerned with the employment of young people. Representatives of these various interested parties should be invited by the superintendent of schools to serve on the placement service advisory committee. As the placement service program develops, it may be advisable to have advisory committees to assist with particular businesses or industries (e.g., the textile industry, the furniture industry, and fast-food industry). Advisory committees can be of great value if members are carefully selected, if their program of work is based on objectives mutually agreed upon, and if members are kept informed concerning progress as well as problems.

Membership. It is generally agreed that 12-15 members make an ideal size group. It is obviously not possible to have a representative of every job category on the committee. It would seem advisable, therefore, to make a list of employer groups that would most likely employ young people and indicate the name of an employer who might best represent this group. For example, the president of the Retail Merchants Bureau, the president of the Restaurant Association, and the president of the Business and Industry Personnel Group may be key individuals representing large groups of employers.

It is essential to have a representative of the local office of the Virginia Employment Commission on the committee. It is also advisable to have at least one coordinator of a vocational program (D.E., VOT, ICT) and at least one school counselor. In addition, it would be helpful to have the chairmen of the education committees of the major civic clubs as members. If there are a large number of civic clubs in the area, it may be wise to appoint only two or three the first year and by alternating terms appoint others until all civic club education chairmen have served.

Qualifications for Membership. It is generally agreed that experience and enthusiasm, character, and available time are the essential factors to be considered in weighing the qualifications of individual members. It is extremely important that each committee member have interest in and concern for young people, regardless of whether he or she is a young business man or woman or an older, more experienced person. Committee members should have the respect of their associates in the business and educational community if they are to assist effectively in developing a viable Secondary School Job Placement Service.

Appointment. Although the placement director should prepare a list of suggested members of the advisory committee, this list is solely for the purpose of assisting the superintendent in making the final selection of individuals to be invited. The invitation to serve is issued by the superintendent or the person to whom he delegates this authority.

Meetings. The first meeting should be announced by the superintendent when he issues the invitation to serve. At this organizational meeting the superintendent or the principal of the high school should be present to express appreciation from the school system to those who are willing to give of their time and talents to assist in making the student job placement service successful in carrying out its responsibilities. The placement director should preside until a chairman and secretary are elected. Formal meetings should be scheduled only when there is a need for such meetings. Between formal meetings the placement director should seek advice and counsel from individual members as the need arises.

Agenda for Meetings. The placement director should work with the chairman in planning the agenda for each meeting. At the first meeting the placement director should present graphically the need for a school job placement service and the objectives of the placement service. At subsequent meetings such topics as job development, occupational adjustment, employment of the disadvantaged, employment of the handicapped--to mention a few--may be discussed. Members of the advisory committee will usually help open doors that may otherwise be closed to placement service personnel as well as students. They are busy people and should not be expected to do the work of placement personnel. However, they will take the time to make telephone calls, write letters, or even make a personal call if they feel that they are in a unique position to help in a particular situation.

Section IV

ADMINISTRATION OF A STUDENT JOB PLACEMENT SERVICE

In addition to the administrative responsibilities involved in the organization of a student job placement service described in Section III, the placement director should assume responsibility for the following important functions:

Establishing immediate and long-range goals for the placement service
Program planning
Research related to employment
Evaluation
Preemployment training
Budgeting
Public relations

Establishing Goals

Each secondary school and each school division has unique characteristics and therefore each has individual needs. These needs should be reflected in statements of goals for a particular school or for a school division. In Section I, the overall objectives of the Exemplary Student Placement Service projects were presented. Each placement service director should examine these objectives to determine whether or not additional objectives should be added or whether a particular objective should be deleted. The placement director, in consultation with the advisory committee, should derive specific objectives to be accomplished within a short range of time and goals that might be accomplished over a longer period of time.

Program Planning

It is on a basis of the statements of specific objectives that a program of work is based. For example, if a specific objective is to develop a system of serving clients of the student job placement service, as identified in Section III, the program of work would include the preparation of a personal data form, the establishment of an interview procedure; the preparation of a referral for job interview and a job status report, a card file of prospective and current employees, a record form for job orders, and a plan for a community survey. Each specific objective will produce a similar series of job tasks to be included in a program of work.

Research

Community Survey. The community survey mentioned above is one of the research activities in which the placement director is involved. Since all vocational teachers and teacher-coordinators need information obtained through a community (or occupational) survey, the placement director should work with vocational personnel in accomplishing this task. If a comprehensive system-wide community survey is taken all those concerned should assist in developing the instrument to be used in obtaining the data. By dividing the area to be surveyed into subsections assigned to one of the individuals mentioned on the preceding page, the work-load is reduced to a manageable level. When all surveys have been completed, the data should be summarized and made available to all participants. After a comprehensive community survey is made, the data can be updated each year by obtaining information from new businesses and industries.

The information obtained from a comprehensive community survey together with information available from the local office of the Virginia Employment Commission is helpful in determining general job market conditions and trends. This does not provide the information needed for the day-by-day operation of the placement service. Personal visits to individual firms by the placement director must be made to obtain job orders.

Follow-up Studies. Another type of research required of a student job placement service is a follow-up of graduates and early school leavers. The purpose of the follow-up study is to determine the employment and/or educational status of these former students. A follow-up study should be conducted during the first year after the student has graduated or left school and an additional follow-up study after three or five years. Information obtained from this research should be shared with all those concerned with curriculum planning.

The follow-up studies may be made by mail or telephone. Obviously, more information may be requested in a mail survey than in a telephone survey, but both forms of research have advantages and disadvantages. An example of an Annual Follow-Up form is in the Appendix. The State Department of Education should assist in developing follow-up surveys that are more sophisticated.

Follow Through. The term, "follow through," is used to identify procedures used in evaluating in-school students placed on part-time jobs and in evaluating graduates and early school leavers during the first few months of their employment. It is important to have immediate feed-back from both the employers and the students. Some of the items that should be evaluated are the student's job performance, attendance, personal appearance, and job attitudes. Placement service directors should be alert to problems concerning employers. If students report unfavorable working conditions, these conditions should be investigated tactfully. In many instances, the investigation will lead to problems related to the student, but in some instances conditions will be found which imply that the placement service should not continue placing students in that firm. The advisory committee should be consulted concerning such a sensitive matter.

Evaluation

Annual Report. Follow up and follow through are means of evaluating the effectiveness of a school job placement service. Another means of evaluation is the annual report. The annual report form should be devised to provide information on which evaluation can be based. The copy of the annual report form included in the Appendix shows that it was devised to provide data concerning the stated objectives of the exemplary school job placement services in Virginia. Each school should design an annual report form which reflects its own objectives.

The annual report should provide statistical and descriptive data, so that the effectiveness of the school job placement service may be evaluated both quantitatively and qualitatively.

Informal Evaluation. In addition to formal evaluation through follow-up studies and annual reports, other types of evaluations are also important. There should be constant feed-back from employers and students who use the services of the school job placement service. Although this feed-back is usually informal in nature, it is very helpful in making it possible to make immediate corrections of mistakes and of capitalizing on strengths.

Evaluation as an administrative responsibility should be thoughtfully considered during the planning process, for it is when goals and objectives are being set that ways of evaluating results should be examined. Advisory committees should assist in evaluating the school job placement service. The results of both formal and informal evaluations should be used in planning future goals and objectives.

Preemployment Training

Preemployment training is vital to the success of any student job placement service. The placement service director should coordinate the various training programs that may be offered. Some of the preemployment training courses or minicourses that may be provided are: (1) Training for Special Seasonal Employment (e.g., Christmas, Easter); (2) Full-time Employment for Seniors; (3) Gift-Wrapping; (4) Child Care; (5) Cash Registering.

Since distributive education has customarily provided preemployment training prior to the Christmas season as part of its adult responsibility, the placement service director should determine the availability of this offering and the possibility of expanding the offering to other times of the year.

In addition, the placement director should analyze other ways of providing preemployment training. In some instances, it has been possible to provide training in "How to Apply for a Job" for seniors through their English classes. One placement director in a pilot project developed a handbook for the English teachers to use in this training. Other placement directors in the pilot programs assimilated materials helpful to students applying for jobs and provided the training individually or in small groups. Some of the materials helpful in preparing students to complete an application and to prepare for an interview are included in the Appendix.

Preparing students for child-care jobs is becoming more and more important as baby-sitters are asked to assume more responsibility. The home economics teachers may be able to provide the training. In some communities, Young Women's Clubs have provided this training as a community service.

Cash registering is usually provided by distributive education personnel as an adult course. If the placement director determines that there is a need for such a course for high school students, the distributive education service should be asked to provide the course.

The variety of possibilities for preemployment training is almost unlimited. It is the placement service director's responsibility to determine the training needs, to determine possible teachers, to assist in arranging a training schedule and in arranging physical facilities, to assist in publicizing preemployment training opportunities, and to provide recognition for those who complete a training program.

Budgeting

During the planning process, budgeting is a task that must be considered. A list of suggested supplies, office furniture and equipment, and audio-visual materials and equipment is included in the Appendix. Clerical assistance is an important item in a placement service budget. It is advisable to investigate the possibility of employing work-study students as clerical aides. In this case only a minimal portion of the salaries need to be included in the budget. The cost of printing brochures, business cards, etc., should also be included. If printing is a vocational offering in the school system, it is usually possible to have materials printed through the vocational facility on a cost retrieval basis.

Public Relations

No other aspect of the placement service director's job is more important than public relations. The school job placement service has several publics:

The high school students
The graduates
The employers
The parents
The advisory committee members
The school faculty and administration

It is the placement service director's job to plan a public relations program that will give each of the above publics a clear understanding of the goals and objectives of the school job placement service. Those who understand the purposes of the placement service will most likely provide strong support for its services.

In order to have a successful public relations program, it is necessary to prepare descriptive material, publicize the placement service via radio and television, and make personal appearances before civic, business, and educational groups.

Descriptive materials include brochures, articles, letters, business cards and forms. A brochure is needed to let students know of the services available to them, and another brochure is needed to inform potential employers of services the placement office can provide them. Articles describing the various activities of the placement service should be submitted to local news media regularly. The high school newspaper should receive news stories and human interest stories appropriate for this excellent source of communicating with students and parents. The placement service director should have a business card printed and should provide this card to employers for easy reference. Samples of a business card, a newspaper release, and a letter to business personnel are in the Appendix.

Local radio and television stations will usually provide news regarding educational activities as a public service. It is suggested that radio and television publicity concerning placement activities be carefully planned so that the most effective results may be obtained. This publicity usually takes the form of an interview with the placement service director and/or students. Questions for the interview should be planned by the placement director and other questions that the interviewer may ask should be anticipated. In this way, any statistical information that may be needed can be readily available and illustrations can be thought of in advance of the interview.

Appearances before civic, business, and educational groups are very effective in obtaining goodwill and active support of these groups. It is naive to think that these groups will seek out the placement service director as a speaker; it is up to the placement service director to find ways and means to get invited. Almost all civic groups have educational committees and these committees are on the look-out for appropriate club programs and projects. The placement service director should get in touch with the chairmen of these committees, explain the purposes of the school job placement service and offer to provide a program for the civic club at such time as the club would find it convenient. The offer of student participation in the program is usually attractive to the committee. Since civic club programs are planned a year in advance, there may be some delay in making an appearance, but the fact that the education committee is aware of the school job placement service is an accomplishment in itself.

It is very important that the local school board, the school administration, and the faculty understand and support the school job placement service. Both formal and informal reports to the principal of the high school is one way of channeling information to educational groups. In addition, the placement service director should request permission to give a formal report to the faculty and to the school board. A report on a follow-up study of graduates usually stimulates a great deal of interest and makes an ideal basis for a request to appear before concerned groups.

There are three components of a successful public relations program for a student job placement service: (1) placement services that are well-organized and efficiently provided, (2) student employees who are dependable and industrious, and (3) a placement director who has the respect of the clients of the placement service and all the individuals and groups concerned with the placement of young people. A careful review of this handbook will reveal that these three components also reflect a successful student job placement service in a secondary school.

Appendix A

Letters to Employers

HAMPTON HIGH SCHOOL

826-1630

1491 West Queen Street

Hampton, Virginia 23369

Student Job Placement Service

A Student Job Placement Service has been established, through vocational funds at Hampton High School. The function of the program is to assist students in finding jobs which will aid them in career determination, meet their need and serve the best interest of our society. Assistance in finding employment will be given to students attending high school who need and desire part-time jobs. Major efforts, however, will be directed towards directing students toward desirable and available employment after graduation or after leaving school.

A recent review of research concluded that "... secondary schools, teachers, and counselors are typically not credited with being greatly helpful to students moving to jobs rather than to college ..." If formal education is to devote a significant portion of its total efforts to readying students for work, the need for an organized and meaningful job placement program is desirable. As Job Placement Director, I join you in efforts to improve vocational choice and placement for our students. Our office will make every effort to work with and for you in establishing a good school and business relationship.

In the near future, I would like to have the opportunity to meet with you to better explain the Job Placement Service. If in the meantime, however, you wish to use our service, please feel free to contact our office at Hampton High School.

Sincerely yours,

Jack B. Frith, Director
Job Placement Service

JBF/mwp

Accredited By:

Southern Association of Schools and Virginia State Board of Education

JOB PLACEMENT SERVICE
GEORGE WYTHE HIGH SCHOOL
4314 CRUTCHFIELD STREET
RICHMOND, VIRGINIA 23225
TELEPHONE 649-4515

Dear Employer:

One of the major goals of public and secondary education is to prepare students for a vocation. The many educational activities in a school curriculum attempt to build skills and attitudes that will help the student prepare for the transition from school to work. Many schools, however, have stopped short of this goal.

George Wythe High School is attempting to bridge this gap between school and work through the establishment of a Job Placement Service. Our basic function is to assist a student or potential employee in finding a job that will meet his needs and serve the best interests of society. This service will be available to all students, full-time, part-time, and former graduates. The success of the Job Placement Service, will depend upon the communication that is established between this service, business, industry, and other outside agencies.

As Job Placement Coordinator, I would like to extend to you the service and availability of our office in helping to fill some of your employment needs. Our office will make every effort to work with and for you in establishing a good school and business relationship.

At a later date, I will be visiting your business and look forward to meeting with you to better explain the Job Placement Service. If in the meantime, however, you wish to use our service, please feel free to contact our office at George Wythe High School.

Sincerely yours,

Joseph F. Frichtel

Joseph F. Frichtel

JFF/rs

Alexandria Schools Placement Service

3330 KING STREET
ALEXANDRIA VIRGINIA 22302
(703) 548-5015 Ext. 62

Dear Sir or Madam:

I would like to take this opportunity to acquaint you with a new service which has been created through the auspices of the Virginia State Department of Education.

This service provides job placement services for graduating seniors in the Alexandria School System.

Through our services, an employer can be provided with an employee who more accurately meets his needs, and conversely we would be placing a student into a job situation which would meet his needs and aspirations.

While this may appear to be an overwhelming task, it is a service that can be beneficial to both the student and the employer - especially in our current economic situation.

If you foresee openings for full or part-time work in your business please contact me at the above address or phone number.

Our service is free of charge to both the student and employer.

Sincerely,

James H. Crumley

James H. Crumley
Director

JHC/slc

Student Job Placement Service
Maury High School
322 Shirley Avenue
Norfolk, Virginia 23517
441-2230

April 19, 1976

Mr. Lloyd M. Jewell, Jr., Coordinator
Vocational Education Research and
Statistical Information
State Department of Education
1312 East Grace Street
Richmond, Va. 23216

Dear Mr. Jewell:

The Vocational Department of Norfolk City Schools has established a Student Job Placement Service at Maury High School. Now that's a mouthful, but it explains exactly what we are. This program is the first of its kind in Norfolk, and one of only six in the entire State. Its vision expands upon today's needs and tomorrow's hopes. Our office is staffed with a full-time Placement Coordinator and a Secretary. We'll be open year-round to be of assistance to both students and employers.

The major objective of this program is to locate a job for any Maury student who is seeking employment. We will assist students who want part-time jobs while still attending high school, and also help students obtain full-time employment when leaving school or graduating. Realizing that employment is an integral part of one's education, we will strive to direct students toward jobs which will meet their interests and capabilities.

This program is new, exciting and urgently needed. Won't you consider employing one or more Maury students who are interested in securing pratical experience in an occupation of their choice?

I would like to have an opportunity to explain this program to you in more detail. My office will contact you in the near future to make an appointment with you for this purpose. I feel certain that this program can be of service to you. Please join with us in our new venture to serve our community and the students of Maury High School.

Yours very truly,

Philip A. Jaskowiak
Placement Coordinator

PAJ/jh

STUDENT JOB PLACEMENT OFFICE
Carroll County High School

(703) 728-2125

P.O. BOX 8
HILLSVILLE, VIRGINIA 24343

Dear Sir:

The school system for Carroll County has begun a program of occupational assistance for the students, graduates and dropouts of our schools. We are hopeful that this service will also be beneficial to employers. It is our belief that by helping graduates and dropouts find jobs more suitable to their interests and abilities, we will be providing a service to business, industry, and employers in general.

A brochure of information about the youth of Carroll as potential employees is enclosed. The brochure also makes reference to our interest in aiding young people learn of apprenticeship programs.

We are very much interested in establishing a working relationship with employers in the hopes of mutual benefits to both parties. The outflow of youth from education to jobs is one of our primary concerns. The inflow, or feedback, of information from employers to the educational system is of major importance as well. We believe this as a philosophy; we hope to better know it as a reality through the Job Placement Program.

Sincerely,

Willborne A. Smith

Willborne A. Smith, Director
Student Job Placement

Ernest R. Worrell

Ernest R. Worrell
Division Superintendent

WAS:ah

Enclosure

A Service For Students

Dear

We are beginning the second year of the Student Job Placement Service at George Wythe High School. This service is available, at no cost, to all George Wythe students. As part of the program this summer, we are surveying businesses in the Richmond area. We are interested in knowing whether or not you would like to make use of our facilities.

Please check the following and return the questionnaire to the Placement Office. Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your cooperation will help us to achieve this goal.

Sincerely,

Joseph F. Frichtel
Coordinator

JFF/rs

* *

Do you plan to hire in the near future? Yes ___ No ___

Would you hire a high school graduate? Yes ___ No ___

Do you require a diploma for employment? Yes ___ No ___

Do you hire summer help? Yes ___ No ___

Would you be interested in hiring a high school student for part-time work during the school year? Yes ___ No ___

Would you be interested in using the Job Placement Service? Yes ___ No ___

Would you like us to contact you? Yes ___ No ___

Alexandria Schools Placement Service

3330 KING STREET
ALEXANDRIA VIRGINIA 22302
(703) 548-5015 Ext. 62

MEMO TO: JOB FAIR PARTICIPANTS

FROM: JIM CRUMLEY, DIRECTOR
STUDENT JOB PLACEMENT

RE: T.C. Williams Job Fair

DATE: Wednesday, February 11, 1976

TIME: 10:00 a.m. to 12:00 noon

PLACE: T.C. Williams Library

Thank you for accepting our invitation to our Job Fair. As we all know, the current employment situation makes job information from community businesses a precious resource for students nearing high school graduation. Thus, any information you can relate to our students will be greatly appreciated.

Parking is somewhat of a problem at T.C. so we would prefer that you arrive between 9 and 9:30 a.m., using the far west King Street Entrance (not the entrance immediately in front of the school). Parking will be available in lot B which is located on the right just as you enter the west entrance.

The library is located on the far east end of the building on the bottom floor.

I'm looking forward to seeing you on the eleventh and I hope the time spent will be as beneficial to you as I know it will be to the students.

Please call if further clarification is necessary.

JOB PLACEMENT SERVICE
William Fleming High School
3649 COVE ROAD, N. W., ROANOKE, VIRGINIA 24017
JAMES G. WHITE, *Director*
TELEPHONE (703) 981-2892

March 5, 1976

Dear Employer:

Few will deny that the "Spirit of '76" is being brought to memory in a variety of ways as our great nation celebrates its bicentennial. With this in mind, I want to focus your attention upon seventy-six spirits at William Fleming High School who will be leaving Fleming in June in search of full-time employment. I speak of our noncollege-bound graduating seniors. For the past two years the Job Placement Service has endeavored to help them by sponsoring a Career Interview Week.

Career Interview Week is a time set aside to allow representatives from Roanoke Valley's businesses and industries the opportunity to visit Fleming's campus and interview noncollege-bound seniors for career oriented, full-time employment. These interviews can be for job openings that exist now or for job openings that are anticipated in the very near future.

Career Interview Week has been scheduled for the week of April 26-30, 1976. If this schedule meets with your approval and if you wish to participate, please send our office written notification of your intention by March 19, 1976. This will allow us the time needed to schedule your interview sessions and inform you of the details.

Please give this matter your serious consideration. We cordially invite you to participate. Should you have any questions, please call our office.

Very truly yours,

James G. White

James G. White, Director

JGW:pcw

Enclosure

Appendix B

Letters to Graduates

Hampton High School
1491 WEST QUEEN STREET
Hampton, Virginia 23369

Job Placement Service

November 19, 1975

Dear Graduate of 1975:

You as a graduate of the class of 1975 from Hampton High School are one of our most valuable sources for suggestions on how to improve our instructional offerings. We want you to know that we are interested in where you are and what you are doing.

In order to keep us informed of your activities and to help us continue to be of service to you, we would appreciate your cooperation in completing this short questionnaire. For students who participated in Vocational Programs, we have included two questionnaires and would like for you to respond to both. Please return the form(s) in the enclosed, stamped, self-addressed envelope by November 26, 1975.

Please be assured that all information you supply will be held in confidence and that your name will never be associated with any response.

We know we can count on your assistance in achieving a 100% return from the fine class of 1975. Thank you for your cooperation and best wishes in all your future endeavors.

Sincerely,

Jack B. Frith, Director
Student Job Placement

JBF/mwp

Enclosure(s)

HAMPTON—WHERE FREE EDUCATION IN AMERICA BEGAN

JOB PLACEMENT SERVICE
GEORGE WYTHE HIGH SCHOOL
4314 CRUTCHFIELD STREET
RICHMOND, VIRGINIA 23225
TELEPHONE 649-4515

Dear Graduate:

Are you looking for part time or full time employment? If so, this letter may be of importance to you.

We have recently established a Job Placement Service at George Wythe High School. Our office is available to all students of George Wythe, including former graduates and dropouts.

Occasionally we have full time openings that cannot be filled by students in school. If you are interested in obtaining a job, please fill out the enclosed card and return it to the Job Placement Office at George Wythe. On the back of the card, list any special training and prior work experience.

If you are currently enrolled in college and wish to be employed part time, please list the hours that you are available for work.

I am anxiously awaiting your reply and hope that our office can be of assistance to you in locating a job.

Sincerely yours,

Joseph F. Frichtel

JFF/rs

Enclosure

ROANOKE CITY PUBLIC SCHOOLS
WILLIAM FLEMING HIGH SCHOOL
3649 COVE ROAD, S.W.
ROANOKE, VIRGINIA 24017

OFFICE OF THE PRINCIPAL

July 25, 1975

Dear Former Student of William Fleming High School:

Over twelve months have gone by since you were enrolled in, or graduated from, William Fleming High School. We are very interested in you and the progress you are making.

This school is cooperating with Mr. Jim White, Director of our Job Placement Service, to collect information from our former students. This information will be used to provide a basis for studying and improving our present educational programs, and for planning new offerings where a need is indicated.

We would very much appreciate your taking a few minutes to fill out and return the enclosed survey before August 1, 1975. For your convenience, a self-addressed stamped envelope will accompany this letter.

We want to stress the importance of your returning this survey. We want to have the opinions of all students who attended and left William Fleming High School during the 1973-74 school year. You can be assured that all individual responses will be kept confidential and that findings will be reported only on a group basis.

We invite you to visit your Job Placement Service and allow us to serve you. Thank you for your cooperation and best wishes for your future.

Very truly yours,

James C. Wood

James C. Wood
Principal

JCW:pcw

Enclosures

Appendix C

Questionnaires to Seniors

STUDENT JOB PLACEMENT SERVICE

HAMPTON HIGH SCHOOL

SENIOR QUESTIONNAIRE

DATE____________________

NAME______________________________ MALE______ FEMALE_______

ADDRESS______________________________ PHONE____________

1. Do you plan to seek permanent work after graduation? Yes___ No___
2. Do you already have a job? Yes___ No___
3. If yes, where______________________________
4. I plan to look for a permanent job in____________________ (what field)
   ____
5. I plan to enter____________________ (College) after graduation.
6. I plan to enter Vocational or Technical School or Apprenticeship Training after graduation. Yes___ No___
7. I will need summer work only. Yes___ No___
8. I plan to enter Military Service after graduation. Yes___ No___
9. Do you want the Student Job Placement Service to help you find suitable employment? Yes___ No___
10. Do you plan to attend summer school? Yes___ No___
11. Did you attend Vo-Tech? Yes___ No___
12. List any special skills or training you have received while in high school.
    ____
    ____

NOTE: Students who wish to use the Job Placement Service should drop by and pick up an application as soon as possible.

OFFICE USE ONLY

____ College
____ Military
____ Work (F.T.)
____ Work (P.T.)
____ Work (Summer)
____ Employment Counseling
____ Undecided

JOB PLACEMENT SERVICE

SENIOR QUESTIONNAIRE

PLEASE PRINT:

NAME ____ HOMEROOM __________
(Last) (First) (M.I.)

ADDRESS ____ TELEPHONE __________
(Street) (City) (State) (Zip)

CURRICULUM: BUSINESS ____ ACADEMIC ____ GENERAL ____

INSTRUCTIONS:

Each year we survey seniors to determine what they plan to do after graduation. Please give me as much information as possible by answering the questions that apply to you. If a particular question or part of a question does not apply to you please answer N/A (Not Applicable).

1. Will you be graduating in June? __________ If no, do you plan to attend summer school and graduate in August? __________

2. What are your plans after graduation? (Check One)

   A. ____ College, Technical School, Business School (Full Time)

   B. ____ College, Technical School, Business School (Part Time - work Part Time 10-20 hours a week)

   C. ____ Military

   D. ____ Work Full Time (35-40 hours a week)

   E. ____ Other - Explain? ______________________________

3. Have you applied to a college (2 or 4 year), technical school, or business school? __________ If yes, where? 1.______________________________, 2. ______________________________, 3. ______________________________.

41

4. Have you been accepted by any of the schools? ________ If yes, where ________ ________________________. Do you plan to attend? ________. What will be your major? ____.

5. If you are joining the military, have you been accepted? ________ If yes, what branch? ______________________________. When will you be leaving? _____ ____.

6. Are you now employed? ________ If yes, where? ____________________________. Will you keep this job after graduation? ________ If no, why? ______________ ____.

7. Did you attend the Richmond Technical Center? ________ If yes, what course did you take? ____________________________________. Number of years? _____ ________________. Instructor? __________________________________.

8. Have you ever been enrolled in D. E.? ________ If yes, number of years? _____. Instructor? ______________________________.

9. Would you be interested in participating in Pre-employment Counseling Sessions? ____________________.

10. Plans other than those listed above:
____
____
____
____

****

OFFICE USE ONLY

COMMENTS: ____
____
____
____
____

Appendix D

Letters to Dropouts

HAMPTON HIGH SCHOOL

826-1630 *1491 West Queen Street*

Student Job Placement *Hampton, Virginia 23369*

We have recently learned through the Guidance Department that you are no longer attending Hampton High School. If you have definitely decided to drop school, we would like for you to become familiar with the Job Placement Service which is available to you.

The purpose of our office is to aid present and past students with the problems of finding jobs, enrolling in apprenticeship programs, and of employment in general.

I would like for you to check the appropriate answer on the enclosed card and return to us as soon as possible. If you would like to visit our office at Hampton High School, please call 826-1630 for an appointment.

Sincerely,

Jack B. Frith, Director
Student Job Placement

JBF/mwp

Enclosure

Accredited By:
Southern Association of Schools and Virginia State Board of Education

STUDENT JOB PLACEMENT OFFICE

Carroll County High School

(703) 728-2125

P.O. BOX 8
HILLSVILLE, VIRGINIA 24343

I have recently learned that you are no longer attending public school in the County. You may be attending public school elsewhere, of course, or it may be that you have decided to drop out of school for the present.

If you have decided to quit school, then I want to let you know of a new service of the Carroll County School System which is now available to you. I am speaking of a Job Placement Office; the purpose of which is to aid present students and past students, such as yourself, with the problems of finding jobs, of learning of apprenticeship programs, and of employment in general.

I would like for you to check on the enclosed card the answer that is most correct for you and to drop the card in the mail. If you would like to call us or visit the Student Job Placement Office at Carroll County High School, feel free to do so anytime between now and the day of your 21st birthday.

Again, I ask that you please return the card so that we can know that we reached you and so that we can know something of your thinking and planning. Thanks for your cooperation on this and don't forget to let us try to help with your employment problems, if you have any.

Sincerely,

Willborne A. Smith
Director
Student Job Placement

WAS:ah

Enclosure

A Service For Students

Appendix E

Letters to Parents

Job Placement Service
George Wythe High School

4314 Crutchfield Street
Richmond, Virginia 23225

Dear Parent:

________________________________ has applied to the Job Placement Office for assistance in finding (part-time _____, full-time _____, summer _____) employment. In the event that problems with school work follow his/her employment, we will request and encourage the employer to cease to use your son/daughter as an employee.

Prior to employment, some employers request information concerning grades and attendance. It is the policy of the Richmond Public Schools not to release information to any individual outside of the school system without written permission from the students' parents or guardians. If you will complete and sign the following form, this will provide us with permission to forward the necessary information and also indicate your knowledge of the work request.

Sincerely,

Joseph F. Frichtel, Coordinator
Job Placement Service

JFF:rs

****

APPROVAL FOR PLACEMENT

My/Our son/daughter ____ has my/our
(Name - Please Print)

permission to work: (1) after school; (2) weekends; (3) both after school and weekends. I/We approve of the Student Job Placement Office helping him/her obtain work.

PERMISSION TO RELEASE INFORMATION TO PROSPECTIVE EMPLOYERS

I hereby give my permission to the Job Placement Office to release information regarding my child, requested by prospective employers only. It is my understanding that this information will be limited to grades and attendance.

____
Signature of Parent or Guardian

STUDENT JOB PLACEMENT OFFICE
Carroll County High School

(703) 728-2125

P.O. BOX 8
HILLSVILLE, VIRGINIA 24343

Dear Parent:

Your son or daughter has applied to the Student Job Placement Office for Assistance in finding: part-time_____; full-time______ employment. We ask that you complete the following as an indication of your knowledge of the work request and of your approval for the Student Job Placement to help your son or daughter in finding a job.

In the event that problems with school work follows the beginning of work on the job and it appears that these problems seem closely related to the fact of the student having begun work, the Student Job Placement Office and/or the Guidance Office will counsel with the student. If the student's school work does not improve after counseling, we will request and encourage the employer to cease to use the student as an employee. We follow this practice only because we believe that education is very important to getting and holding the better jobs.

Sincerely,

Willborne A. Smith, Director
Student Job Placement

* * *

Date______________________________

My/our son/daughter____
(Name - Please Print)

has my/our permission to work: part-time______; full-time_________

(circle correct responses) 1) after school; 2) weekends; 3) both after school and weekends. I/we approve of the Student Job Placement Office helping him/her obtain work.

Parent(s) Signature(s)________________________

(one or both parents) ________________________

A Service For Students

Appendix F

Job Status of High School Students

SURVEY

TO: HOMEROOM STUDENTS

FROM: JOB PLACEMENT OFFICE

The following is a questionnaire to determine the number of Hampton High students presently employed. Your cooperation in completing the questionnaire may help students who are not working find a part-time job.

Please complete the following and return it to the student issuing the questionnaire.

Thank you for your cooperation.

PLEASE PRINT:

Homeroom No. ____________

Name ________________________________ Age _____ Grade _______

Address _____________________________ Zip _____ Phone _______

Are you working? Yes ______ No ______

If yes, where ____

Kind of work performed _____________________________________

How long have you been employed at this particular job?______ ________________

What is the name of your immediate supervisor? ______________________

Do you plan to terminate your job in the near future? _________________

How did you get the job? (Check one)

__________ a. Friend

__________ b. Family

__________ c. Newspaper Ad

__________ d. Job Placement Service

__________ e. Other, (please specify) ______________________________

____

____

JOB PLACEMENT SERVICE
HAMPTON HIGH SCHOOL
1491 W. QUEEN STREET
HAMPTON, VIRGINIA 23669

JOB SURVEY

_____ Home Room Number

NAME ______________________________________ AGE __________

ADDRESS ____________________________________ TELEPHONE _____

ARE YOU WORKING? YES _____ NO _____

IF YES, WHERE ____

KIND OF WORK PERFORMED ______________________________________

SUPERVISOR'S NAME ____

WHEN WERE YOU HIRED ____

SALARY ____________________________________

HOURS _____________________________________

TO HOME ROOM STUDENTS

HOME ROOM NO.__________

NAME____ AGE__________

ADDRESS____TELEPHONE____________

WORKING: YES________ NO________

IF YES, WHERE?____

KIND OF WORK PERFORMED____

NAME OF PERSON WHO EMPLOYED YOU____

PLEASE FILL OUT THE ABOVE INFORMATION AND RETURN TO HOME ROOM TEACHER THIS PERIOD.

Appendix G

Student Notices

Room ________ Date ____________

May I see ____________________

in the Job Placement Office.

(When Convenient)

____

Conference Over ______________

____

Room ________ Date ____________

May I see ____________________

in the Job Placement Office.

(When convenient)

____

Conference Over ______________

____

Room ________ Date ____________

May I see ____________________

in the Job Placement Office.

(When convenient)

____

Conference Over ______________

____

Room ________ Date ____________

May I see ____________________

in the Job Placement Office.

(When convenient)

____

Conference Over ______________

____

Room ________ Date ____________

May I see ____________________

in the Job Placement Office.

(When convenient)

____

Conference Over ______________

____

Room ________ Date ____________

May I see ____________________

in the Job Placement Office.

(When convenient)

____

Conference Over ______________

____

DATE ______________

OPENING ______________
BUSINESS ______________
ADDRESS ______________
TELEPHONE NUMBER ______________
OFFICIAL TO CONTACT ______________
HOURS REQUIRED ______________
SPECIAL QUALIFICATIONS:

____
____
____
____

DATE ______________

OPENING ______________
BUSINESS ______________
ADDRESS ______________
TELEPHONE NUMBER ______________
OFFICIAL TO CONTACT ______________
HOURS REQUIRED ______________
SPECIAL QUALIFICATIONS:

____
____
____
____

DATE ______________

OPENING ______________
BUSINESS ______________
ADDRESS ______________
TELEPHONE NUMBER ______________
OFFICIAL TO CONTACT ______________
HOURS REQUIRED ______________
SPECIAL QUALIFICATIONS:

____
____
____
____

DATE ______________

OPENING ______________
BUSINESS ______________
ADDRESS ______________
TELEPHONE NUMBER ______________
OFFICIAL TO CONTACT ______________
HOURS REQUIRED ______________
SPECIAL QUALIFICATIONS:

____
____
____
____

Appendix H

Placement Agreements

Job Placement Service
George Wythe High School

4314 Crutchfield Street
Richmond, Virginia 23225

PLACEMENT AGREEMENT

The major purpose of this program is to provide valuable job training for students. This agreement is made to show responsibilities of the participants: the students, parent or guardian and the Job Placement Service.

As a condition for acceptance into the Job Placement Service, I ______________________________ agree to the following:

1. To abide by the rules, regulations, and policies of the employer during my period of employment.
2. To diligently and faithfully perform the work and duties of my job.
3. To be regular in attendance at school and on the job.
4. To be on time at school and on the job.
5. To notify my employer in advance in case of necessary absence.
6. To attend a class scheduled after the school day if it is deemed necessary by the coordinator.
7. To accept counseling and guidance from the coordinator.
8. To know that absence from school means that I cannot report for work on that particular day.
9. To report to the coordinator the following day, the results of any job interviews.
10. To perform my job in such a manner that will reflect credit upon myself and George Wythe High School.
11. To report first to the coordinator any contemplated changes in my work.

____
Student's Signature

____
Parent's or Guardian's Signature

____
Effective Date

____
Coordinator's Signature

STUDENT - PARENT AGREEMENT

FOR: Job Placement Service Program

HIGH SCHOOL ______________________ DATE ______________

1. The student's first responsibility is to the school. It is the student's responsibility to make satisfactory arrangements with his employer concerning employment schedule on these occasions when his presence is necessary at school.
2. The student in the Job Placement Service program is subject to all school regulations.
3. The student will not terminate his training without the approval of the Student Placement Service Director.
4. The employed student, upon completion of his daily classes, must either report to his job, go home, or remain at school for a supervised activity as directed by the coordinator.
5. The student will be expected to conform to the requirements of the school and/or the employer with respect to grooming.
6. The student will conduct himself in a manner that will reflect credit to himself, his school, and his employer.
7. No student will work on days absent from school unless advance permission has been given by the coordinator. Violation of this rule will be treated as truancy. It is the responsibility of the student to notify the coordinator and the employer by 10 a.m. of his absence.
8. The student who loses his job because of belligerence or misconduct will be dropped from the program.
9. Transportation to and from the place of employment is the responsibility of the student. Transportation arrangement must meet the approval of the parent and school administration.
10. It will be the responsibility of the student to submit reports to his coordinator when required.
11. Employment training of the student is the responsibility of the training station and/or school.
12. Parents and guardians will assume responsibility for the conduct and safety of the student from the time he leaves school until he reports to his job, and from the time he leaves his job until he arrives at home.

The undersigned have read and agreed with the policies listed.

______________________ Student	______________________ Parent or Guardian
______________________ Coordinator	______________________ Principal

Appendix I

Work Permit Information

WORK PERMIT INFORMATION

The three forms you have been given are to be completed and returned to the school, along with a copy of your BIRTH CERTIFICATE. Your birth certificate must be a county or city records, not a hospital record. The State of Virginia will not accept a hospital record as proof of your birth unless it bears a registration number. If you do not have a birth certificate, bring in a baptismal record, an insurance policy in effect for at least one year, or your passport.

THE WHITE CARD

is to be completed by your employer. The back of this card states the number of hours you can work legally.

THE PINK CARD

is to be completed by your parent or guardian. If you are under 16 years of age, your parent must come in and appear personally before the issuing officer for signature. If you are 16 years old or older, your parent can sign the card and you may return it.

THE GREEN CARD

is the certificate to be completed by your doctor. The permit must be issued within SIX months of the date shown on the physician's certificate.

WHEN ALL THREE FORMS ARE COMPLETED, RETURN THEM TO THE PLACEMENT OFFICE, ALONG WITH PROOF OF YOUR BIRTH, AND YOUR WORK PERMIT WILL BE ISSUED.

T.C. Williams High School
ALEXANDRIA SCHOOLS PLACEMENT SERVICE
3330 King Street
Alexandria, Virginia 22302

548-5015 Ex. 62

TO OBTAIN A SPECIAL WORK PERMIT FROM THE COURT YOU WILL NEED:

1. An "INTENTION TO EMPLOY" card - (WHITE CARD). Your employer fills this card out upon employing you.

2. "CERTIFICATE OF PHYSICAL FITNESS" card - (GREEN CARD). A licensed Doctor, of your choice, must examine you and certify, BY FILLING OUT THE GREEN CARD, that you are physically fit for the type of work you will do. The physical examination must be given within six (6) months prior to your employment.

   The Richmond City Health Department conducts a FREE CLINIC on specified Wednesdays at 2:00 p.m., in the Safety, Health, and Welfare Building, 500 North 10th Street, Room 109.

3. "PERMISSION FOR EMPLOYMENT" card - (PINK CARD). Your parent must sign this card for you to work.

4. PROOF-OF-AGE - ONE of the following MUST be brought:

   A. Birth Certificate - May be obtained at:
      OR — Bureau of Vital Statistics
      Birth Registration — 109 Governor Street, for $2.00
      Birth Card — (If you were born in Virginia)

   B. Baptismal Certificate (STATING BIRTHDATE)
   C. Hospital Certificate (NO CLINIC PLATES)
   D. Life Insurance Policy (AT LEAST ONE YEAR OLD)
   E. Passport

5. TAKE ALL OF THE ABOVE (UPON COMPLETION) TO THE COURT IN THE CITY OR COUNTY WHERE YOU WILL BE EMPLOYED.

   A Parent must accompany the youth to the Court.

   A Special Permit is issued at the Court and is good only the length of time stated on the permit.

RICHMOND JUVENILE AND DOMESTIC RELATIONS COURT

2000 Mecklenburg Street
Down Broad Street to 18th Street
Turn left at stop light and go to
end of street. Bear right and go
to top of hill.

ASK FOR:

Mr. Hicks - Clerk of the Court
Monday-Friday, 2-3:30 p.m.

GEORGE WYTHE HIGH SCHOOL

JOB PLACEMENT SERVICE

WORK PERMITS

____
MONTH ISSUED

NO.	NAME	RACE	AGE	GRADE LEVEL	H.R.	EMPLOYER	TYPE OF JOB

Appendix J

Preparation for Job Interview

PREPARING FOR THE JOB INTERVIEW

THE ALEXANDRIA SCHOOLS JOB PLACEMENT SERVICE
James H. Crumley, Director
3330 King Street
Alexandria, Virginia 22302
548-5015 Ex. 62

HOW TO ARRANGE FOR AN INTERVIEW

1. If you arrange for an interview by letter --
    - A. Have it well prepared and properly written.
    - B. Type the letter unless a handwritten letter is requested.
    - C. Use short concise sentences with the letter not being more than one page in length.

2. If you arrange for an interview by telephone --
    - A. Make your call businesslike and courteous.
    - B. Speak distinctly and with confidence.
    - C. Give your name clearly.
    - D. Know the name of the person who is to interview you and how to pronounce it correctly.
    - E. Make a written note of time, place, and name of person to whom you are to report.
    - F. As soon as your appointment is made, thank the person and bring your conversation to a close.

PREPARATIONS TO BE MADE BEFORE THE INTERVIEW

1. Find out the exact place and time of the interview.
2. Get the full name of the company, along with its address.
3. Be certain you have your interviewer's full name, and know how to pronounce it.
4. Do some research on the company interviewing you.
5. Prepare any questions you may have before you go in for the interview.
6. Bring a pencil and pen with you.
7. Have some kind of note paper.
8. Plan to arrive at the designated place at least 15 minutes early.
9. Wear proper clothes for the occasion.
10. Be neat and clean.

POINTS TO REMEMBER WHEN APPLYING FOR A JOB

If the personnel man is talking on the phone when you enter, don't hover around as though you were listening to the conversation.

Stand at ease and erect; remember you are under observation; your appearance, your manner, and your personality is being weighed. What does the man behind the desk see when he looks at you?

How about your appearance? This means elementary cleanliness and neatness. It means that you are freshly bathed, and your hands and fingernails clean, clothes freshly laundered and pressed, shoes polished or at least the dust wiped off.

Display good manners; needless to say; do not chew gum, play with a toothpick, or smoke. Use good sense.

Always take your cue from the personnel man. If he offers to shake hands, do so. If he says good morning, reply courteously, if he offers a chair, sit down. But not otherwise. The first move is his. It's your turn when he says, "What may I do for you?"

More jobs are lost at this moment than at any other time. You are wrecked if you haven't thought up your story in advance. You should have learned a little bit about the store or business, what they sell, how they operate. Then if you are wise, you have thought: "If I were in his place what would I want to know about the applicant?" Then you would proceed with your story.

Don't recite the history of your life automatically. Just know it well enough that you can discuss it thoroughly, and feel at ease doing so.

Speak sincerely and tell the truth.

Tell how you can help the business, not how much you need the money (even though you may need it badly).

Remember that the interviewer's opinion is made in a short period of time (sometimes less than 20 minutes). Enter the interview with the determination that you are going to get the job.

Be courteous and business like at all times. The company may not have an opening for you today, but they might in the future.

THINGS TO DO DURING THE INTERVIEW

1. Take a deep breath just before you go into the office.
2. Smile as you enter.
3. Give your name distinctly.
4. Men should use a firm handshake; women are not expected to extend their hands.
5. State your specific job interest.
6. Never answer "just anything" when asked "In what kind of work are you interested?"
7. Let the interviewer take the initiative.
8. Answer all questions fully, truthfully and concisely.
9. Avoid using slang.
10. Be poised and relaxed.
11. Look directly at the interviewer when talking with him, not at the walls or out the window.
12. Refrain from smoking.
13. Show interest in the job for which you are applying.
14. Never criticize others.
15. Never beg for a position.
16. Do not argue or discuss your troubles.
17. Leave promptly when the interviewer indicates the interview has ended.
18. Express appreciation for the interview.
19. Thank the receptionist or other persons who introduced you.

FILLING OUT YOUR APPLICATION FORM

1. An application gives the employer a preliminary impression of you. It indicates your interests, training, work experience, habits, and personal background.
2. Read the application blank through carefully before attempting to answer any questions. Notice whether to print or write.
3. Unless otherwise instructed, fill out the application form in ink. Watch your spelling. Legibility is very important.
4. Provide information on all items which apply to you.
5. Put a line in any blank that does not apply to you.
6. If in doubt about anything on the form, ask for more information.
7. Before returning the application, check it over carefully for any errors or omissions.

HOW TO SELL YOURSELF TO AN EMPLOYER IN AN INTERVIEW --- DO'S

1. Be prompt. Keep your appointments to the minute.
2. Study your qualifications and abilities and arrange this knowledge in your mind so that you can present it briefly and clearly during the interview.
3. Learn as much as you can beforehand about the firm to which you apply. Know something about its products or its services.
4. Be able to say why you want to work for THAT company.
5. Take along papers such as:
    a. Social security card
    b. Health certificate
    c. Union membership card
    d. Proof of age
    e. Any licenses that may be required
    f. Military records
    g. Three names and addresses of references.

6. Let the receptionist know who you are and whom you wish to see.
7. Make a presentable appearance; be clean, neat, and dress as well as you can afford.
8. Watch your posture. Create a good impression by assuming a graceful position in the chair.
9. Answer all the employer's questions accurately, honestly, frankly, and promptly.
10. Be able to give continuous record of all your jobs, dates of employment, wages received, the exact nature of your work, and the reason you left. This information is important to the employer.
11. When asked, point out the value derived from your training and past experience which will carry over to the job for which you are applying.
12. During the interview, let the interviewer or employer take the lead in talking.
13. Be able to give as references the names of at least three responsible and reliable people who know you well.
14. Speak with a feeling of confidence and enthusiasm.
15. Answer his questions in a pleasant but brief and businesslike way.
16. Feel sure that you are really interested in the type of work you are applying for.
17. Express your appreciation at the close of the interview.

HOW TO SELL YOURSELF TO AN EMPLOYER IN AN INTERVIEW --- DON'TS

1. Don't overdress or wear gaudy clothes. Women should avoid heavy makeup.
2. Don't take anyone with you to apply for a job. The employer wants to talk to you.
3. Don't be afraid to ask questions about the firm or your job.
4. Don't yawn or slouch or display signs of nervousness.
5. Don't be surprised if you're asked to be interviewed by more than one person or to take tests of your abilities.
6. Never say anything on which you would be unable to make good.
7. Don't bluff or exaggerate; use good English, speak distinctly, and don't talk too much.
8. Do not criticize others, including past employers or associates.
9. Do not mention your personal, domestic, or financial troubles. The employer is interested only in what you can do and how well you can do it -- in other words, of what value you can be to him.
10. Don't become familiar or try to win favor by addressing the interviewer as "Jack" or "Buddy".
11. Do not become discouraged if during your first interview, you become nervous and fail to present yourself favorably. Employers understand and make allowances. Deliberately seek interviews and improve your presentation each time.

WHAT TO DO AFTER THE INTERVIEW

1. Inform the person who referred you to the job regarding the outcome of your interview.
2. If the job is offered to you, notify the employer of your acceptance as soon as possible. Assure him that you will report at the time and place designated.
3. If you accept some other job in the meantime, you should immediately notify both the employer to whom you applied and the person who referred you to him.
4. If you did not get the job, think through your first interview and try to discover what you could have done better.
5. Don't be discouraged if you do not get the first job for which you applied. Fortitude is needed in job seeking. Stick to it until you get the kind of job you want.

GETTING THE MOST OUT OF YOUR FIRST JOB

Here are nine basic things to remember to get you moving at the right pace and in the right direction when you start a new job:

1. You're low man on the totem pole. Show that you realize you have a lot to learn regardless of how good your school grades are or your previous accomplishments.

2. Inexperience gives you an advantage. Make the most of the reservoir of good will caused by your newness on the job. Other workers can afford to be generous with information, advice, direct help and friendliness. Use it but don't abuse it.

3. You have to know what's going on. Find out what you're supposed to do and how to do it - keep busy - ask questions - learn how your job fits into the scheme of things. Learn the rules, customs and traditions.

4. You earn your pay. Learn to work at full capacity. Don't cut corners. Let it be known that you are conscientious, reliable, cooperative, have initiative, and that you carry a task through to completion.

5. People are human. Learn how to get along with all kinds of people. Use tact - don't show anger or other emotion - keep personal problems out of your job.

6. You can learn while you earn. Find out as much as you can about your own company. CAUTION: Don't probe for secrets - Don't try to sniff out the real "power structure" of the company - don't cross-examine people about other people. Keep alert for special training programs. Improve your ability to express yourself.

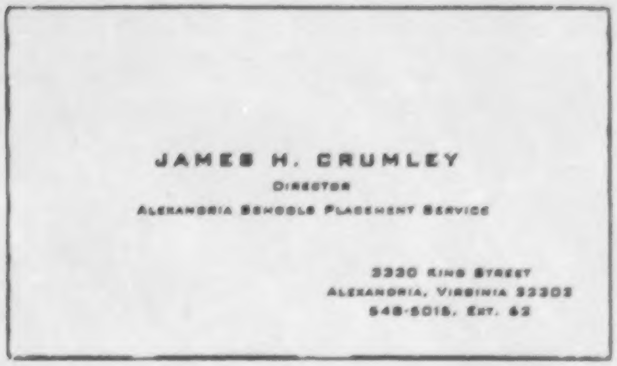
7. There's an art to being bossed. Learn how to accept directions and carry them out. Anticipate your boss's wants and needs. Let your boss know you are interested in learning from him - welcome criticism and advice. Don't bypass your supervisor. Don't be overly friendly or overly indifferent to fellow workers.

8. Don't try to advance too fast too soon. Fellow employees resent one whose only interest is to jump ahead. Give your employer a chance to promote you of his own accord based on the quality and quantity of your work.

9. Stop and look at yourself periodically. Do you fully understand what you are supposed to do. How would you rate someone else who did your job exactly as you are doing it? How do you think your boss rates you? Do your fellow workers like you? Respect you? Are you learning all the job has to teach you? Where would you like to go from here?

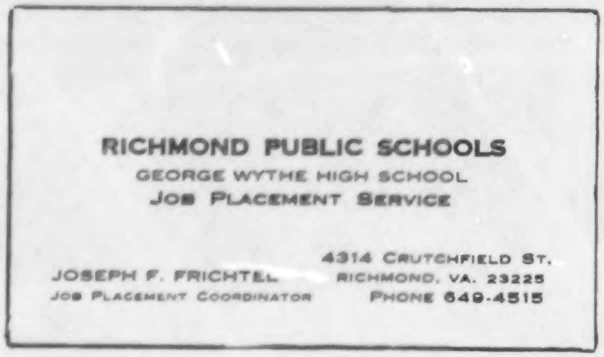
Appendix K

Business Calling Cards



JAMES H. CRUMLEY
Director
Alexandria Schools Placement Service

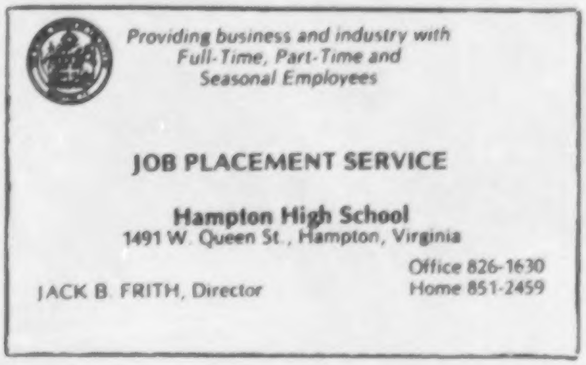
3330 King Street
Alexandria, Virginia 22302
548-5015, Ext. 62



RICHMOND PUBLIC SCHOOLS
GEORGE WYTHE HIGH SCHOOL
JOB PLACEMENT SERVICE

JOSEPH F. FRICHTEL
Job Placement Coordinator

4314 Crutchfield St.
Richmond, Va. 23225
Phone 649-4515



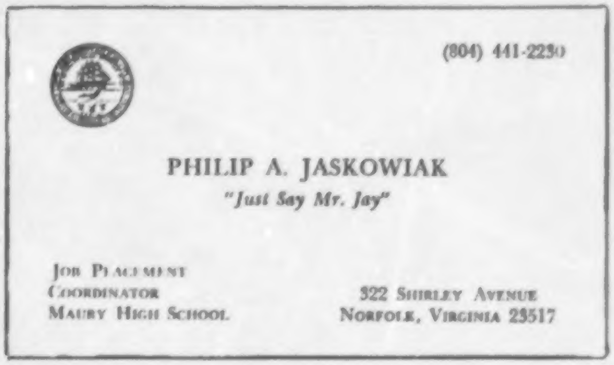
Providing business and industry with
Full-Time, Part-Time and
Seasonal Employees

JOB PLACEMENT SERVICE

Hampton High School
1491 W. Queen St., Hampton, Virginia

JACK B. FRITH, Director

Office 826-1630
Home 851-2459

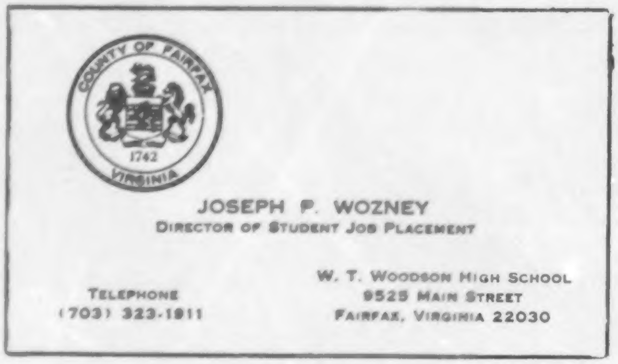


(804) 441-2230

PHILIP A. JASKOWIAK
"Just Say Mr. Jay"

Job Placement
Coordinator
Maury High School

322 Shirley Avenue
Norfolk, Virginia 23517



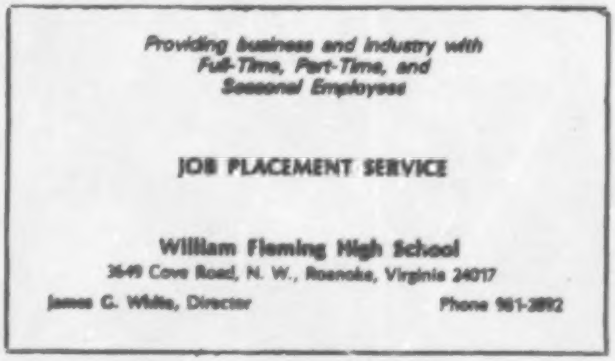
1742
VIRGINIA

JOSEPH P. WOZNEY
Director of Student Job Placement

Telephone
(703) 323-1911

W. T. Woodson High School
9525 Main Street
Fairfax, Virginia 22030

Face Side



Providing business and industry with
Full-Time, Part-Time, and
Seasonal Employees

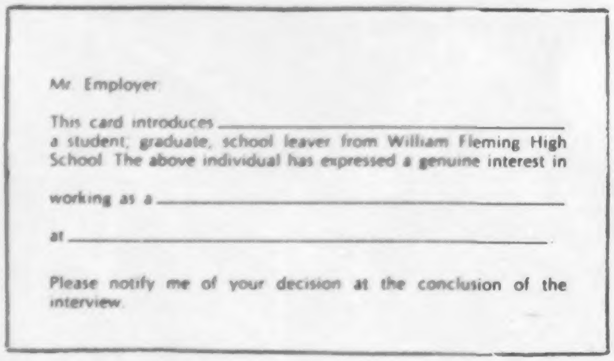
JOB PLACEMENT SERVICE

William Fleming High School
3649 Cove Road, N. W., Roanoke, Virginia 24017

James G. White, Director

Phone 981-2892

Reverse Side



Mr. Employer:

This card introduces ______________________
a student, graduate, school leaver from William Fleming High School. The above individual has expressed a genuine interest in

working as a ______________________

at ______________________

Please notify me of your decision at the conclusion of the interview.

Appendix L

Job Orders

JOB PLACEMENT SERVICE
Hampton High School

JOB ORDER

Name ______________________________

Firm ______________________________

Phone ______________________________

Job Title ______________________________

Job Duties ______________________________

____

Hours of Work ______________________________

Age Requirement ______________ Grade ______

Co-op Student ______________________________

Wage ______________________________

Special Instructions ______________________

JOB ORDER: FULL TIME ____ PART TIME ____ TEMPORARY ____ SUMMER ____

BUSINESS: ____________________ PHONE: ____________

ADDRESS: ____________________ ZIP: ____________

CONTACT: ____________________

HOURS A DAY: ____________________

DAYS A WEEK: ____________________

SALARY: ____________________

DESCRIPTION: ____________________

____

____

REQUIREMENTS: ____________________

____

____

DATE RECEIVED: ____________________ BY: ____________

JOB ORDER: FULL TIME ____ PART TIME ____ TEMPORARY ____ SUMMER ____

BUSINESS: ____________________ PHONE: ____________

ADDRESS: ____________________ ZIP: ____________

CONTACT: ____________________

HOURS A DAY: ____________________

DAYS A WEEK: ____________________

SALARY: ____________________

DESCRIPTION: ____________________

____

____

REQUIREMENTS: ____________________

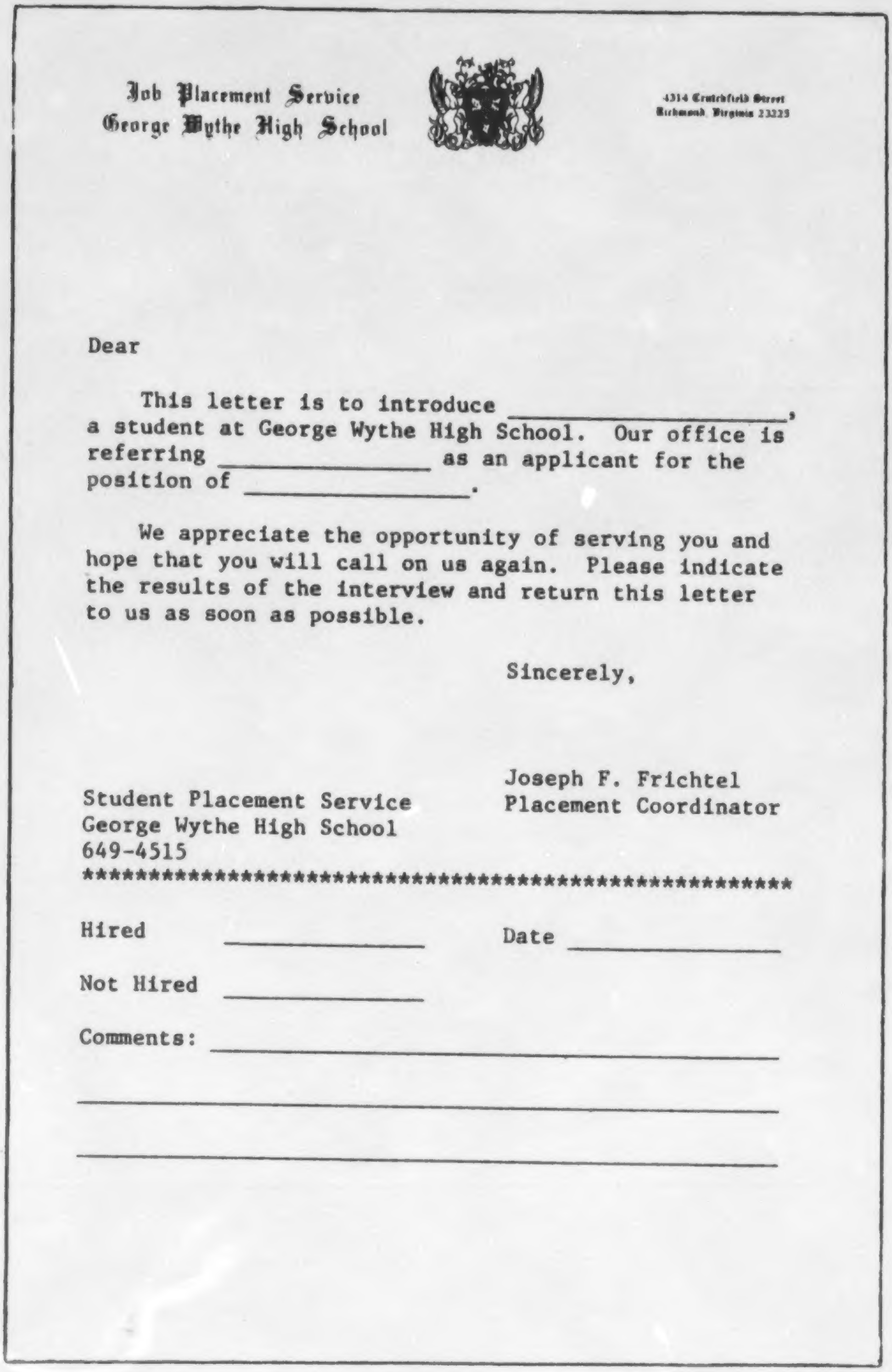
____

____

DATE RECEIVED: ____________________ BY: ____________

Appendix M

Student Introduction to Employer



Job Placement Service
George Wythe High School

4314 Crutchfield Street
Richmond, Virginia 23225

Dear

This letter is to introduce ____________________, a student at George Wythe High School. Our office is referring ________________ as an applicant for the position of ________________.

We appreciate the opportunity of serving you and hope that you will call on us again. Please indicate the results of the interview and return this letter to us as soon as possible.

Sincerely,

Joseph F. Frichtel
Placement Coordinator

Student Placement Service
George Wythe High School
649-4515

****

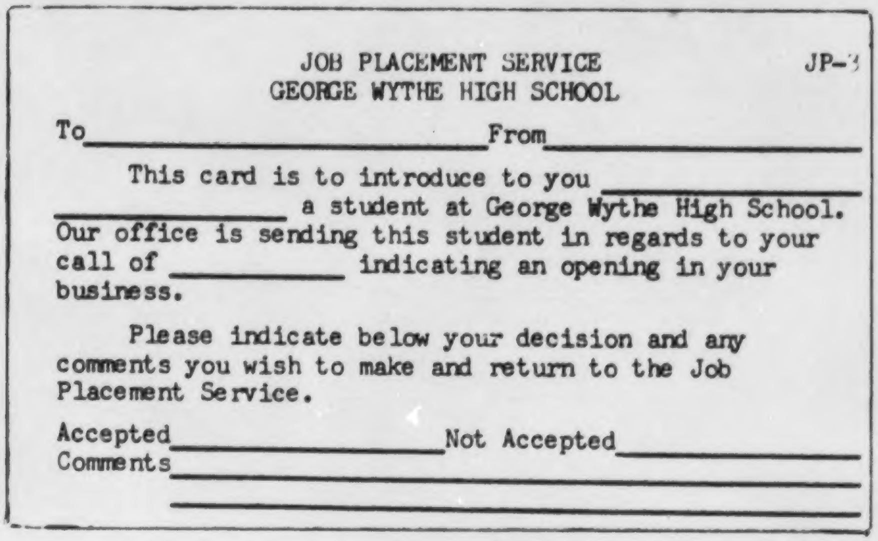
Hired ________________ Date ________________

Not Hired ________________

Comments: ____

____

____



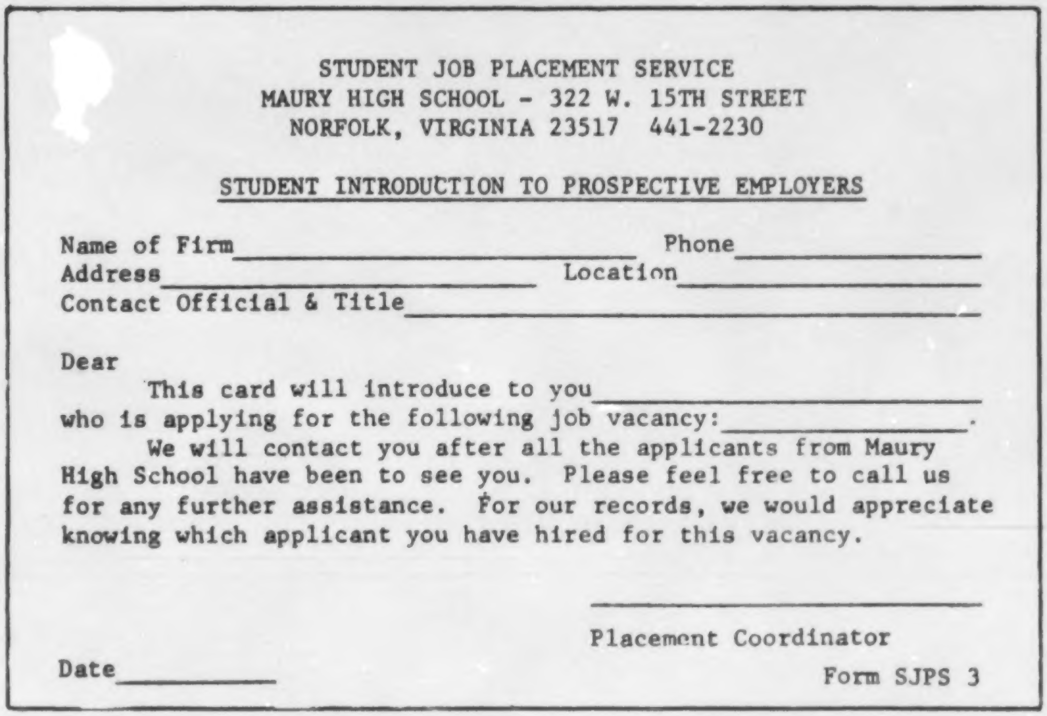
JOB PLACEMENT SERVICE JP-3
GEORGE WYTHE HIGH SCHOOL

To____________________ From____________________

This card is to introduce to you ____________________ a student at George Wythe High School. Our office is sending this student in regards to your call of __________ indicating an opening in your business.

Please indicate below your decision and any comments you wish to make and return to the Job Placement Service.

Accepted______________ Not Accepted______________
Comments______________________________



STUDENT JOB PLACEMENT SERVICE
MAURY HIGH SCHOOL - 322 W. 15TH STREET
NORFOLK, VIRGINIA 23517 441-2230

STUDENT INTRODUCTION TO PROSPECTIVE EMPLOYERS

Name of Firm____________________ Phone______________
Address____________________ Location______________
Contact Official & Title______________________________

Dear

This card will introduce to you ____________________ who is applying for the following job vacancy:______________.

We will contact you after all the applicants from Maury High School have been to see you. Please feel free to call us for any further assistance. For our records, we would appreciate knowing which applicant you have hired for this vacancy.

____
Placement Coordinator

Date__________ Form SJPS 3

Alexandria Schools Placement Service

3330 KING STREET
ALEXANDRIA VIRGINIA 22302
(703) 548-5015 Ext. 62

Date: ____________________

To: ______________________________

____

____

____

RE: ______________________________

For Position of ______________________

This applicant is referred in response to your request. Please fill out the space below indicating whether or not you hired the applicant. Prompt return of this letter in the envelope provided will aid us in giving you efficient service.

Sincerely,

James H. Crumley
Director

Was the applicant employed? Yes ______ No ______

(Additional comments are welcomed)

____

____

____

____

____

____

Appendix N

Employer Survey Cards

STUDENT JOB PLACEMENT SERVICE
MAURY HIGH SCHOOL

PART-TIME ____
FULL-TIME ____
TEMPORARY ____

EMPLOYER SURVEY CARD

Name of Firm ____________ Contact Date ____________
Address ____________ Phone ____________
Nature of Business ____________ Section of City ____________
Contact Officials ____________

JOB DESCRIPTION

Title(s) ____________ Type of Work ____________
____________ ____________
Number of Openings ____________ ____________
Age Requirement ____________ Personal Qualifications ____
Starting Salary ____________ ____________
Hours ____________ ____________
Cooperative Programs Using Agency ____ D.E. ____ C.O.E. ____ Other

FORM SJPS 2

HAMPTON CITY SCHOOLS

Student Job Placement Service
Hampton High School

Firm ____________ Address ____________
Nature of Business or Industry ____________ Phone ____________
Contact Person(s) ____________ Title ____________
Does the Firm Employ - Part-time ____ Co-op Students ____ Apprentices ____
High School Diploma required for work Yes ____ No ____
Job Classification(s) ____________ ____________ ____________
Interested in using Job Placement Service Yes ____ No ____ Possibly ____
Current openings which could be filled by Job Placement Service ____________
____
Available Hours ____________ Starting Salary ____________
Personal Qualifications ____________ Date ____________
SBO Form 399 (New-Aug. 74)

Appendix O

Student Personal Data Forms

JOB PLACEMENT SERVICE PERSONAL DATA SHEET

Last Name	First Name	Middle Initial	Social Security Number	Male	Female	Age	Home Room

PERSONAL INFORMATION

Student's Address ____________________

Phone No. ____________________ Age ____________

Father's Name ____________________ Phone ____________

Address ____________________ Bus. Phone ____________

Father's Occupation ____________________

Mother's Name ____________________ Phone ____________

Address ____________________ Occupation ____________

Are you presently enrolled in a work program? Industrial Cooperative Training ______

Distributive Education ________ Vocational Office Training ________

Type of work interested in: 1. ____________________

2. ____________________ 3. ____________________

Plans After Leaving High School ____________________

Discontinuance ____________________

Type of Job Desired: 1st ____________________

2nd ____________________ 3rd ____________________

Driver's License Yes ________ No ________

Own Car Yes ________ No ________

Condition of Health: Good ________ Fair ________ Poor ________

Education After Graduation:

1. Post High School ____________________

2. College or Technical ____________________

3. Other ____________________

HIGH SCHOOL SCHOLASTIC RECORD

Type of Diploma ____________________ Standard Tests Administered ____________________

Rank in Graduating Class ____________________

Size of Class ____________________

	FIRST SEMESTER					SECOND SEMESTER				
	Subject	No.	Teacher	Gr.	Cr.	Subject	No.	Teacher	Gr.	Cr.
1st Year										
2nd Year										
3rd Year										
4th Year										
5th Year										

EMPLOYMENT RECORD

I. EXPERIENCE

1	From	Firm	Occupation	Salary
	To	Address	Employer's Name	
2	From	Firm	Occupation	Salary
	To	Address	Employer's Name	
3	From	Firm	Occupation	Salary
	To	Address	Employer's Name	

II. POST HIGH SCHOOL EXPERIENCE

1	From	Firm	Occupation	Salary
	To	Address	Employer's Name	
2	From	Firm	Occupation	Salary
	To	Address	Employer's Name	
3	From	Firm	Occupation	Salary
	To	Address	Employer's Name	

REMARKS:

SDS BOY	A	B	C	AUTO MECHANICS	BEAUTY CULTURE	CARPENTRY	CABINET MAKING	CHEMISTRY	COOP. OFC. EDUCATION	CLOTHING SERVICE	DATA PROCESSING	DISTRIBUTIV EDUCATION	DRAFTING & DESIGN	ELECTRONICS	FASHION MERCH.	FOOD SERVICE	HEATING & AIR COND.	HOME ECONOMICS	INDUSTRIAL ARTS	INDUSTRIAL COOP.TRNG.	LICENSED PRAC.NURSE	MACHINE TOOL OPER.	MASONRY	OFFICE PRACTICE	PRINTING	SHORTHAND	TYPING	WELDING	YES	NO	D	E	F	GIRL
XYZ																																		G
W																																		H
V				VOCATIONAL PROGRAMS																									COLLEGE					I

ATTITUDE	1	
	2	
	3	
	4	
	5	
RACE	N	
	C	
	O	
SIZE	S	
	M	
	L	
PERSONALITY	IN	
	EX	
	AV	

SOPHOMORE - 1st SEMESTER			JUNIOR - 1st SEMESTER			SENIOR - 1st SEMESTER		
SUBJECT	INSTRUCTOR	GR.	SUBJECT	INSTRUCTOR	GR.	SUBJECT	INSTRUCTOR	GR.

SOPHOMORE - 2nd SEMESTER			JUNIOR - 2nd SEMESTER			SENIOR - 2nd SEMESTER		
SUBJECT	INSTRUCTOR	GR.	SUBJECT	INSTRUCTOR	GR.	SUBJECT	INSTRUCTOR	GR.

NAME

(LAST) (FIRST) (M.I.)

ADDRESS

(NO., STREET APT. NO., P.O. BOX) (ZIP)

BIRTHDATE ☐☐/☐☐/☐☐☐☐
MONTH DAY YEAR

TELEPHONE NUMBER ☐☐☐-☐☐☐☐

SOCIAL SECURITY NUMBER ☐☐☐-☐☐-☐☐☐☐

DATE OF APPLICATION	DRIVER'S LICENSE?

INTERVIEWS (DATE)	REFERRALS (DATE/PLACE)	PLACEMENTS (DATE/PLACE)

ABSENCE JR.YEAR	0-5	
	6-10	
	11-15	
	16-20+	
ABSENCE SR.YEAR	0-5	
	6-10	
	11-15	
	16-20+	
DISABILITY	PHYS.	
	ECON.	
	EMOT.	
	EDUC.	
COURSE	COLLEGE PREP.	
	VOCATIONAL	

U																														J
T																														K
S																														L
			TRANSPORTATION				AGE					STATUS					INTEREST AREAS													
3 2	R	Q	P	OWN CAR	FAMILY CAR	BUS	PARENT-FRIEND	15	16	17	18	19+	DROP-OUT	GRAD. 19	SENIOR	JUNIOR	SOPH.	CASHIER	CONSTR.	COOK	DEPT. STORE	ELEC-TRONICS	FACTORY WORK	HOSPITAL	MAINT.	MEDICAL ASS'T.	OFFICE WORK	RESTAURANT	SERVICE STATION	STOCK WORK	O	N	M	1 2

BOY

ATTITUDE					RACE			SIZE			PERS.			COURSE				ABSENCE JR.				SR.				DIS.				
1	2	3	4	5	N	C	O	S	M	L	IN.	EX.	AV.	CP	B	V	OTHER	0-5	6-10	11-15	16-20	0-5	6-10	11-15	16-20	PHY.	ECON.	EMOT.	EDUC.	MEN.

GIRL

ROANOKE CITY PUBLIC SCHOOLS - JOB PLACEMENT SERVICE

SOPHOMORE - 1st Sem.			JUNIOR - 1st Sem.			SENIOR - 1st Sem.		
SUBJ.	RM.	HALL	SUBJ.	RM.	HALL	SUBJ.	RM.	HALL

SOPHOMORE - 2nd Sem.			JUNIOR - 2nd Sem.			SENIOR - 2nd Sem.		
SUBJ.	RM.	HALL	SUBJ.	RM.	HALL	SUBJ.	RM.	HALL

NAME
(Last) (First) (M.I.)

ADDRESS
(No.) (Street) (Zip Code)

BIRTHDATE

TELEPHONE NO.

SOCIAL SECURITY NO.

DATE OF APPLICATION DRIVER'S LICENSE?

REFERRALS

DATE	SENT TO	DISPOSITION

VOCATIONAL PROGRAMS

- COE
- D.E.
- ICT
- MACH SHOP
- COSM.
- MASON
- AUTO MECH.
- CAB.
- AIR & HEAT
- PRINT
- CLOTH
- WELD.
- DATA PROC.
- FOOD SERV.
- ELEC.
- NURS.
- CARP.

INTEREST AREAS

- APPR.
- ART
- CLK RTL
- CONST.
- ELEC.
- FTY.
- FOOD PREP.
- HOSP.
- NURS.
- HOSP. TECH.
- MAINT.
- MECH.
- MED.
- OFC. WORK
- REST.
- SALES
- SVC. STA.
- SEW

AGE					WORK NOW		STATUS						COURSE WORK & GRADE											COLLEGE		TRANS.				
15	16	17	18	19+	YES	NO	D.O.	S.O.	19__ GRAD	SR.	JR.	SOPH.	CHEM.	PHYS.	IND. ART	BKKEEP	BUS.	MECH. DR.	TYPING	OFFICE PRACT.	HOME ECON.	ART	VOC. PROG.	YES	NO	YES	NO	PUBLIC	FRND.	OWN

Job Placement Service
George Wythe High School

HOMEROOM NO. ______
GRADE ______
DATE ______

PERSONAL DATA: Complete an accurate description of your education, experiences, abilities and background.

PLEASE PRINT

AGE ______

NAME ____
(Last) (First) (MI)

SEX ______

ADDRESS ____
(Number) (Street)

SINGLE ______

MARRIED ______

____
(City) (State) (Zip Code)

OTHER ______

TELEPHONE NUMBER ____________________ SOCIAL SECURITY NUMBER ____________________

DATE OF BIRTH ____________________ WEIGHT ______ lbs. HEIGHT ______ ft. ______ in.
(Mo.) (Day) (Yr.)

TYPE OF WORK DESIRED: 1st Choice ____________________ 2nd Choice ____________________

EDUCATION:

SCHOOL:	NAME:	ADDRESS:	DATES ATTENDED:	
			FROM	TO
ELEMENTARY				
JUNIOR HIGH				
SENIOR HIGH				
COLLEGE				
OTHER				

Curriculum (Please Check One) Academic ______ General ______ Business ______

Cooperative Programs: DE ______ COE ______

Have You Attended The Richmond Technical Center? ______ If so, What Area? ____________________
Number of Years __________.

Hobbies: ____

Extra Curricular Activities: ____

What Offices Have You Held? ____

How Much Time Have You Lost From Work or School During The Last Two Years? ______________

Reason: ____

Do You Have Any Physical Handicaps? ______ If so, What? ____________________

EMPLOYMENT RECORD: (Present or Most Recent Position First)

A. From ________ Name of Firm ____________________ Telephone No. ____________
To ________ Address ____________________ Salary ____________
Type of Business ____________________ Your Position ____________
Duties ____________________ Supervisor ____________
Reason For Leaving ____

B. From ________ Name of Firm ____________________ Telephone No. ____________
To ________ Address ____________________ Salary ____________
Type of Business ____________________ Your Position ____________
Duties ____________________ Supervisor ____________
Reason For Leaving ____

C. From ________ Name of Firm ____________________ Telephone No. ____________
To ________ Address ____________________ Salary ____________
Type of Business ____________________ Your Position ____________
Duties ____________________ Supervisor ____________
Reason For Leaving ____

MAY WE CONTACT FORMER EMPLOYER? Yes _____ No _____

CHARACTER REFERENCES: Give Three Personal References (not relatives, or former employers) who are mature persons, business or professional men and women (one of whom should be a teacher at the school).

NAME	ADDRESS	OCCUPATION
1.		
2.		
3.		

Please Check The Courses That You Have Had While In High School:

Typing _____ wpm
Shorthand _____ wpm
Filing _____
Adding Machine _____
Calculator _____
Bookkeeping _____
Dictaphone _____
Keypunch _____
Other ____________

TRANSPORTATION: Driver's License _____ Own Car _____ Use of Family Car _____
Public Transportation _____

I CERTIFY THAT ALL STATEMENTS MADE BY ME IN THIS DATA SHEET ARE TRUE.

____
(Signature) (Date)

REGISTRATION FOR EMPLOYMENT

STUDENT JOB PLACEMENT SERVICE MAURY HIGH SCHOOL

R-48312-9340

DATE	NAME LAST FIRST MIDDLE	DISMISSAL TIME:
BIRTH DATE	ADDRESS	PHASE I
SOC. SEC. #	SECTION OF CITY (PARK PLACE, GHENT, ETC.)	PHASE II
HOMEROOM	FATHER'S OCCUPATION	
PHONE	MOTHER'S OCCUPATION	PHASE III
HEIGHT	ARE YOU LIVING WITH PARENTS? YES NO	
WEIGHT	ARE YOU NOW WORKING? YES NO WHERE	PHASE IV
HEALTH DEFECTS YES NO	LIST SPECIAL SKILLS AND INTEREST	

COE YES NO

DE YES NO

EXP. CASHIER YES NO

VO. TECH YES NO

IND. ARTS YES NO

ROTC YES NO

LIST YOUR WORK EXPERIENCE BELOW

WHERE EMPLOYED	POSITION	HOW LONG

CHECK (✓) JOB AREA IN WHICH YOU HAVE THE MOST INTEREST:

- ☐ 1 AUTO MECH.
- ☐ 2 OFFICE
- ☐ 3 CASHIER
- ☐ 4 SALES CLERK
- ☐ 5 STOCK WORK
- ☐ 6 DELIVERY
- ☐ 7 CONSTR. TRADES
- ☐ 8 GENERAL LABOR
- ☐ 9 HEALTH SERVICE
- ☐ 10 PRINTING
- ☐ 11 DRAFTING
- ☐ 12 FOOD SERVICE
- ☐ 13 CUSTODIAL
- ☐ 14 CHILD CARE
- ☐ 15 OTHER
- ☐ 16

LAST	FIRST	M.I.	AGE	GRADE	LOCATION	JOB PREF						TYP	S.H.	DRI. LIC.	CAR

REFERRALS

EMPLOYER	POSITION	DATE	CONTACT OFFICIAL	RESULT	3 MOS. FOLLOW UP	6 MOS. FOLLOW UP

NOTES:

DATE

DATE

DATE

DATE

CHECK WHICH APPLY:

- ☐ PART - TIME WORK
- ☐ FULL - TIME WORK
- ☐ TEMPORARY WORK
- ☐ SUMMER ONLY

CHECK WHICH APPLY:

- ☐ HAVE DRIVER'S LICENSE
- ☐ OWN CAR ☐ MOTOR BIKE
- ☐ HAVE USE OF FAMILY CAR
- ☐ PUBLIC TRANSPORTATION

REGISTRATION FOR EMPLOYMENT

STUDENT JOB PLACEMENT SERVICE HAMPTON HIGH SCHOOL

DATE
BIRTH DATE
SOC. SEC. #
HOMEROOM
PHONE
HEIGHT
WEIGHT
HEALTH DEFECTS YES NO
COE YES NO
DE YES NO
EXP. CASHIER YES NO
VO. TECH YES NO
IND. ARTS YES NO
ROTC YES NO

NAME LAST FIRST MIDDLE
ADDRESS
SECTION OF CITY (PARK PLACE, GHENT, ETC.)
FATHER'S OCCUPATION
MOTHER'S OCCUPATION
ARE YOU LIVING WITH PARENTS? YES NO
ARE YOU NOW WORKING? YES NO WHERE
LIST SPECIAL SKILLS AND INTEREST

DISMISSAL TIME
PHASE I
PHASE II
PHASE III
PHASE IV

LIST YOUR WORK EXPERIENCE BELOW

WHERE EMPLOYED	POSITION	HOW LONG

CHECK (✓) JOB AREA IN WHICH YOU HAVE THE MOST INTEREST

- ☐ 1 AUTO MECH.
- ☐ 2 OFFICE
- ☐ 3 CASHIER
- ☐ 4 SALES CLERK
- ☐ 5 STOCK WORK
- ☐ 6 DELIVERY
- ☐ 7 CONSTR. TRADES
- ☐ 8 GENERAL LABOR
- ☐ 9 HEALTH SERVICE
- ☐ 10 PRINTING
- ☐ 11 DRAFTING
- ☐ 12 FOOD SERVICE
- ☐ 13 CUSTODIAL
- ☐ 14 CHILD CARE
- ☐ 15 OTHER
- ☐ 16

LAST	FIRST	M.I.	AGE	GRADE	LOCATION	JOB PREF.						TYP.	S.H.	DRI. LIC.	CAR

REFERRALS

EMPLOYER	POSITION	DATE	CONTACT OFFICIAL	RESULT	3 MOS. FOLLOW UP	6 MOS. FOLLOW UP

NOTES
DATE
DATE
DATE
DATE

CHECK WHICH APPLY:

- ☐ PART-TIME WORK
- ☐ FULL-TIME WORK
- ☐ TEMPORARY WORK
- ☐ SUMMER ONLY
- ☐ HAVE DRIVER'S LIC.
- ☐ OWN CAR ☐ MOTOR BIKE
- ☐ HAVE USE OF FAMILY CAR
- ☐ PUBLIC TRANSPORTATION

DO NOT WRITE IN THIS SPACE

ATTENDANCE ☐ EX ☐ GOOD ☐ AVG. ☐ POOR
GRADES ☐ EX ☐ GOOD ☐ AVG. ☐ POOR
STD. SCORES ☐ EX ☐ GOOD ☐ AVG. ☐ POOR
FUTURE PLANS
COLLEGE YES NO
OTHER

Appendix P

Daily Interview Log

JOB PLACEMENT SERVICE
HAMPTON HIGH SCHOOL

DAILY INTERVIEW LOG

DATE	STUDENT	TIME	TYPE OF CONFERENCE	SENT TO	SENT TO SEE	TIME OF APPOINTMENT	OUTCOME

DAILY INTERVIEW LOG

DATE	INTERVIEWEE	REFERRED TO:	RESULT

INTERVIEW SHEET

Date of Interview	Student Interviewed	Employer	Time	Results	Comments

DAILY INTERVIEW LOG

DATE ____________________

Appt.	Name	Grade	Initial Visit	Repeat Visit	Comments

Appendix Q

Employer Contact Log

EMPLOYER CONTACT LOG

DATE	EMPLOYER	PHONE	VISIT	COMMENT

EMPLOYER CONTACT LOG

Date	Business	Contact Person	Phone No.	We Called	They Called	Visit	Opening(s)	Comments

Appendix R

Record of Referrals

REFERRAL RECORD

Name ______________________________ Initial Contact __________

Date	Prospective Employer	Interview Date	Type of Job	Results & Remarks

S.J.P. INTEROFFICE MEMO

Date____/____/____

Name ____________________________ Phone ____________________

Grad. ____ Sr. ____ Jr. ____ Soph. ____ Drop-Out ________________

Counselling ______________ Social and/or Feedback ________________

Job Assistance ____________ Job Advancement ____________________

Continuing Ed. _____ Adult Ed., Apprent., Barber Col., Cosmetology Sch., Bus. Sch., GED, Nursing Sch., Two-Yr. Col., Four-Yr. Col., Other __________

____

Referrals	Follow-Up
____________________________	__________________
____________________________	__________________
____________________________	__________________

Noted: ____

____

____

Appendix S

Varification of Employment

Job Placement Service
George Wythe High School

4314 Crutchfield Street
Richmond, Virginia 23225

VERIFICATION OF EMPLOYMENT: (to be filled in by employer) Date ____________________

This is to certify that I intend to employ ____

Who will be required to work as (explain the kind of work) ____________________________

Between the hours of ______________ to ______________.

Monday - Tuesday - Wednesday - Thursday - Friday (circle days student will work)

Saturday hours __________ to __________. Sunday hours __________ to __________.

Total hours work per week ____________.

______________________________ ______________________________
Name of Person, Firm, or Corporation Type of Industry/Business

______________________________ ______________________________
Address City Zip Code Telephone Number

______________________________ ______________________________
Signature Official Capacity

****

STATEMENT OF PARENT: (to be filled in by parent or guardian) Date ____________________

This is to certify that: (name) ____

Will be employed by: ____

and has permission to leave school at __________________ daily during the current school year, __________.

PRINCIPAL ______________________________ PARENT OR GUARDIAN ______________________________
Signature Signature

COUNSELOR ______________________________ ______________________________
Signature Address City Zip Code

COORDINATOR ______________________________ ______________________________
Signature Telephone Number

Appendix T

Job Placement Log

JOB PLACEMENT LOG

_______________ (School)

_______________ (Coordinator)

Name of Student	Type of Conference	Source of Referral	Date	Grade	Time Spent	Reason

COMMENTS:

Type of Employment ____________

____________ Curriculum

GEORGE WYTHE HIGH SCHOOL

JOB PLACEMENT LOG

HR.	NAME OF STUDENT	EMPLOYMENT DESIRED	ABSENT TARDY	GRADE AVERAGE	AGE SEX	EMPLOYED	PLACE OF EMPLOYMENT	VEC

COMMENTS:

JOB PLACEMENTS

DATE	EMPLOYER	KIND OF WORK	STUDENT	DATE HIRED	TYPE OF EMPLOYMENT

Appendix U

Study of Former Students

16) Of the knowledge you needed to seek a job, how much of the knowledge was learned from the placement coordinator?

A) Very little - (less than 10%)........................ ______0
B) Some -------- (10% to 39%)........................... ______1
C) Considerable- (40% to 59%)........................... ______2
D) Most -------- (60% to 89%)........................... ______3
E) Almost all--- (90% or more).......................... ______4

17) Please indicate how much the following people helped you in planning your future while you were in high school. (Please rate each method: 1-Very helpful; 2-Helpful; 3-Little or no help)

1	2	3	
			parents, relatives and other friends
			guidance counselors
			job placement coordinator
			teachers
			friend of your own age

18) Comments and Questions ____

____

____

____

Have

Any Questions

Call Job Placement

826-1630

THANK YOU

Hampton High School

GRADUATE FOLLOW-UP

DIRECTIONS: Please answer the following questions by placing an "X" in the appropriate box. Check only one item per question, unless directed otherwise.

PERSONAL DATA

A) Marital Status

_____ Married _____ Single _____ Divorced _____ Separated

B) Do you have children? _____ Yes _____ No

How Many? _____ 1 _____ 2 _____ 3 or More

C) Where do you live?

_____ With Parents _____ Rent Own Apt.

_____ Own a Home _____ Other (Specify) ______________

D) Age Now ______

CURRENT STATUS

1) What is your present employment status?

A) Employed: full-time (35 or more hours per week)..... ______0
B) Employed: part-time (less than 35 hours per week)... ______1
C) Not employed: looking for work...................... ______2
D) Not employed: not looking for work.................. ______3

2) Have you requested assistance from the Student Job Placement Service?

A) Yes... ______0
B) No.. ______1

3) Check all of the following classifications that apply to you.

A) Attending school 12 or more clock hours per week.... ______0
B) Attending school 11 or less clock hours per week.... ______1
C) Serving in the military............................. ______2
D) None of the above................................... ______3

4) How many employers have you worked for since graduation:

A) 1... ______0
B) 2... ______1
C) 3... ______2
D) 4 or more... ______3
E) Have not been employed since graduation............. ______4

5) Has your address changed since graduation?

A) Yes.. ______0
B) No... ______1

6) If you answered "Yes" above, where did you move?

A) To a place in the same county....................... ______0
B) To a different county (same state).................. ______1
C) To a different state................................ ______2

7) Did you hold a part-time job during most of your last year in school?

A) Yes.. ______0
B) No... ______1

8) If you looked for full-time employment after graduation, how long did you look before finding a job?

A) My part-time job developed to full-time............. ______0
B) Looked less than two weeks.......................... ______1
C) Looked two weeks to four weeks...................... ______2
D) Looked between five weeks and four months........... ______3
E) Looked more than four months........................ ______4
F) Other (specify)______________________________________5

ANSWER IF YOU ARE IN SCHOOL OR TRAINING

9) What type of program are you attending?

A) 2 year college: associate degree program............ ______0
B) 4 year college or university: bachelor degree....... ______1
C) private business or technical school................ ______2
D) apprentice program.................................. ______3
E) adult vocational education classes.................. ______4
F) business or industry training program............... ______5
G) military training................................... ______6
H) other (specify)______________________________________7

ANSWER IF YOU ARE WORKING

10) What is your present hourly wage?

A) $1.59 or less per hour.............................. ______0
B) $1.60 to $1.99 per hour............................. ______1
C) $2.00 to $2.49...................................... ______2
D) $2.50 to $2.99...................................... ______3
E) $3.00 to $3.99...................................... ______4
F) $4.00 or more per hour.............................. ______5

ANSWER IF YOU HAVE WORKED AT ANY TIME SINCE HIGH SCHOOL GRADUATION

11) How did you get your first job after high school?

A) Through the placement coordinator.................... ______0
B) Through a counselor or a teacher..................... ______1
C) Through a private employment agency.................. ______2
D) Through the State Employment Security Office......... ______3
E) Through parents, relatives, or friends............... ______4
F) On my own.. ______5

12) What was your beginning hourly wage in your first job after graduation?

A) $1.59 or less per hour............................... ______0
B) $1.60 to $1.00 per hour.............................. ______1
C) $2.00 to $2.49....................................... ______2
D) $2.50 to $2.99....................................... ______3
E) $3.00 to $3.99....................................... ______4
F) $4.00 or more per hour............................... ______5

13) Rate how well your placement coordinator prepared you for your first job after graduation.

A) Excellent.. ______0
B) Good... ______1
C) Fair... ______2
D) Poor... ______3
E) Very Poor.. ______4

YOUR HIGH SCHOOL JOB PLACEMENT SERVICE

14) Based on your placement office experiences, would you recommend the service to other students?

A) Yes.. ______0
B) No... ______1

15) Which one of the following placement coordinator characteristics was of the greatest help to you during the time you were seeking employment.

The coordinator's.....

A) Understanding of my personal problems................ ______0
B) Understanding of my basic abilities.................. ______1
C) Understanding of my career plans..................... ______2
D) Understanding of business and industry.............. ______3
E) Other (specify)_______________________________________4

ANNUAL FOLLOW-UP OF GRADUATES

____
High School

Instructions: Please respond to all questions and return form to:

Job Placement Director ______________________________

High School ______________________________

Address ______________________________

1. Are you employed full-time? _____Yes _____No
   If yes, answer the following:

   a. Type business: ______________________________
   b. What is your job? ______________________________
   c. Name and address of business: ______________________________

2. a. Are you employed part-time? _____Yes _____No
   b. If yes, are you continuing school full-time? _____Yes _____No

3. a. Are you unemployed? _____Yes _____No
   b. If yes, are you seeking employment? _____Yes _____No
   c. If you are not available for employment, check one item below to indicate reason:
   _____Armed Forces _____Full-time school _____Other (housewife, disabled, etc.)

4. If you are employed full-time please answer the following questions:

   a. Have you been given more responsibility since graduation?
   _____Yes _____No
   b. Have you been promoted to a supervisory or management position?
   _____Yes _____No
   c. What is your approximate monthly salary? ____________________

5. a. Are you attending school for further education this fall?
   _____Yes _____No
   If yes, check one of the following:
   _____Four-year college _____Two-year college
   _____Technical school _____Business school
   b. Give name and location of school: ____________________
   ____
   c. What will be your major? ______________________________

6. Do you plan to enroll in local vocational adult classes?
   _____Yes _____No

Appendix V

Letter from Employer to Student

Dear Kid,

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with the polished shoes and a necktie. What was so special about him? Not experience. Neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the jeans, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire aren't "with it" in the same ways you are. We know more about Elvis than about Alice Cooper, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune in to our wave length.

Ever heard of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem. What I needed was someone who'd go out on the job, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders above the rest.

Look Kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Check-out the situation, wear clean clothes, and try to appear reasonably interested."

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison, you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him. For both our sakes, get eager--will you!

Sincerely,

NOTE: This is an actual letter sent by a real life employer to a former student who inquired why he did not get the job he had interviewed for.

Appendix W

Excerpts from Newsletters

THE PACEMAKER

MAURY HIGH SCHOOL

NORFOLK, VIRGINIA

Robert J. Steckroth, Principal

Vol. 7 No. 1 A Newsletter for Students and Patrons September 1973

A MESSAGE FROM THE PRINCIPAL

In the last newsletter, I asked for the cooperation of all students, teachers, and parents in getting a good start this fall. I take this opportunity to say thank you for your assistance. We feel much more comfortable about the beginning of school this year. Of course, there are many days ahead. We plan to continue our efforts to maintain the momentum to move the Maury instructional program toward excellence. Excellence in the academic preparation for all young people and excellence in producing a graduate who is eager to make our community the best in the state and nation. The continued support of each member of the Maury team (student, teacher, and parent) is necessary to accomplish our goals.

An opportunity is provided in each newsletter for all to submit questions or recommendations directly to my office. Please do not hesitate to submit these questions or recommendations. I welcome this opportunity to hear from you.

PARENT ADVISORY COMMITTEE TO MEET

ALL parents are urged to attend a general meeting of the Maury Parent Advisory Committee. An interesting and informative program is planned for Sunday, September 23 at 3:00 p.m. Please meet in Lecture Room 133.

STUDENT JOB PLACEMENT SERVICE

We are very happy to announce that the Vocational Department of Norfolk City Schools has established a Student Job Placement Service at Maury High School. This program is the first of its kind in Norfolk, and one of only six in the entire state. The office is staffed with a full-time Placement Coordinator and a Secretary. It will be open year-round to serve both students and employers.

The major objective of this program is to locate a job for any Maury student who is seeking employment. It will assist students who want part-time jobs while still attending high school and also help students obtain full-time employment when leaving school or graduating.

This service is new, exciting and needed. If a high school education is to have practical value, it should lead to meaningful employment to those who need a job. Work experience while still in high school will give a student an opportunity to realistically explore and test his aptitudes, interests, and abilities.

One of the program's goals is to help students to find not just a job, but the best job based on personal interests, skills, and past experiences. Because most young people lack knowledge of the "world of work," pre-employment training in such areas as job application and interview procedures will be provided.

The Placement Office hopes it can be of assistance to your sons and daughters.

Job Placement Service
George Wythe High School

NEWSLETTER

4314 CRUTCHFIELD STREET, RICHMOND, VA. 23225 - PHONE 649-4515 - J. FRICHTEL, COORDINATOR

This November begins the third year of the Student Job Placement Service at George Wythe High School. During the past two years our office has successfully located employment for 339 students and graduates either in a full time or part time capacity. In addition, the various programs and counseling services offered by our program have enabled many students to find employment on their own.

None of this however would have been possible without the fine cooperation we received from the employers participating in support of our service. I would personally like to thank those individuals who made use of the Placement Service and at the same time extend an invitation to those persons receiving letters and brochures from this office to contact us so that we may better explain the purpose of the Student Placement Service.

I am looking forward to this year with great anticipation and will try to visit with everyone sometime during the year. As an added service, so that we may better serve you, our office will begin issuing work permits this year.

Remember, we are here to serve you, if you have an opening that a student could fill contact our office. We will make every effort to send you someone who will meet your employment qualifications.

Alexandria
Chamber of Commerce News
"Serving The Community Since 1906"

Timely Topics

JOB PLACEMENT OFFERED

The Virginia State Department of Education has created a job placement service for graduating seniors in the Alexandria School system. This service is offered free of charge to both the graduate and the employer and is designed to more accurately meet the employers' requirements while placing students into job situations which meet their own needs and aspirations. For more information contact James H. Crumley, Director, Alexandria Schools Placement Service, 3330 King St., telephone 548-5015, Ext. 62.

SCHOOL REGISTRATION SET

Registration for kindergarten and Primary I students in the Alexandria Public School system will begin May 5, through May 16, 10 a.m. to 2 p.m. A child must be five years old on or before Jan. 1, 1976 for kindergarten, or six on or before Dec. 31, 1975 for Primary I, and must reside in his school zone. In addition, birth certificates and medical records should be brought at the time of registration. On June 13 through August 29, 9 a.m. to 3 p.m., registration will re-open in all elementary schools.

has been promoted to assistant commercial credit officer; Marty L. Rife has been promoted to assistant cashier; and Linda H. Ragan has been named branch officer and assistant manager.

CUSTOMS SHOW

U.S. CUSTOMS Department exhibit will run April 7 through July 7 at the George Washington Bicentennial Center.

LAW DAY, MAY 1

Alexandria Law Wives are planning a mock 18th century trial in City Hall, as well as a series of debates in local schools in honor of Law Day, May 1. Contact Vicki Burkhardt at 549-500.

AS PART of the Chamber of Commerce's services to its members, this newsletter is published monthly to inform the membership about relevant happenings in which the Chamber and its individual members are involved. If there is an important event coming up which you feel might be of interest to the general membership, please let us know about it in writing and we'll publish it, space permitting. LET'S HEAR FROM YOU!

S. J. P. Office
Job
Help

STUDENT JOB PLACEMENT
Carroll County High School
NEWSLETTER

VOL. 1, NO. 2 APRIL, 1974

ATTENTION: EMPLOYMENT INFORMATION - FULL-TIME, PART-TIME & SUMMER WORK

COMMERCIAL SEWING - The following apparel manufacturers have indicated an interest in hiring FULL-TIME workers:

HANES (Galax) - has openings for both male and female workers. All jobs for men are 2nd. or 3rd. shift. MUST be 18.

SPENCERS (Mt. Airy) - Need several full-time workers. Have more than one shift including a 5 hour shift. Most jobs for women; some openings for men on occasion.

WONDERKNIT (Galax) - Need a dozen or more people for sewing.

* * * *

GOLF-COURSE WORK - Area golf course can use two 18 year old men to help maintain the course. Anyone who would be interested in working Spring, Summer, and Fall - no Winter work - should visit the job placement office. This is full-time work (8 hr. shifts).

* * * *

RESTAURANT & MOTEL - A restaurant-motel facility has been advertising in local newspapers for full-time and part-time help. Check the papers or come by the S.J.P.O. for our assistance on this. (I have called the manager and have a little more information than is in the paper.)

* * * *

WEAVING MILL - Employment for 4 to 6 graduating senior boys in a weaving plant is probable. Job, to start, would be in machine cleaning, but a good future seems open to interested and good workers. Good benefits, good starting pay. Minimum age 18 - Learn more at the Job Placement Office.

* * * *

DIXON LUMBER CO. - Summer work for girls and boys. MUST be 18; minimum wage, 7:00 a.m. - 4:00 p.m., 5 day week.

Lumber Grader - Anyone interested in grading lumber get in touch with S.J.P.O. for information about a Training Program (with pay).

* * * *

FURNITURE COMPANIES - Several furniture companies around our area are hiring full-time and summer employees. If you are interested, call or come by the S.J.P.O. We have application forms for some places.

* * * *

AVON CALLING!! - Avon representatives needed in several areas of County: Route 58, Route 100, & Route 221. MUST be 18. Must have car available to use. Need only work 12 hours per week. If interested call Mrs. Henley at 728-2396.

* * * *

THE STUDENT JOB PLACEMENT OFFICE solicits your cooperation:

1. If you are working, please let us know.
2. Please let us know when you find employment.

This newsletter is being mailed to only those '74 graduates that we believe to be in need of Job Placement help. So, the above requests do apply to you. THANKS!

Our office is open during the summer. Hours are 8:00 a.m., until 4:00 p.m.

To call, dial the school (728-2125) and ask for extension 32 or 33 or, ask for the Job Placement Office.

Appendix X

Sample News Release

LEDGER-STAR

Norfolk, Portsmouth, Virginia Beach, Chesapeake, Suffolk, Va.

Maury High finds jobs for 100

JASKOWIAK

NORFOLK — Maury High School has found jobs for 100 of its students.

Maury is one of six high schools in the state which, under a federally funded model program, has assumed the role of employment agency as well as secondary school.

The 100 students are among about 450 who have indicated they want part-time jobs. They have applied through Maury's Student Job Placement Service. And at the end of its first semester, Philip A. Jaskowiak, the Maury placement coordinator, feels the service proves that both students and employers have accepted the new role of the high school as employment agency.

The program is based on concern that school systems should assume as much concern about students who do not plan to go to college after high school as about those who are headed for higher education.

"In the past, emphasis centered on the college-bound student and not upon job placement for students. It was thought that job placement was separate from the educational program as a whole," the program's descriptive brochure says.

The Norfolk City Schools have received about $30.000 to finance the first phase of the program. Subsequent grants will be cut to 80 and 60 per cent of that amount over the next two years, with the local school system gradually increasing its support. The program for the six schools in Virginia is financed through the federal Vocational Educatoin Act.

Jaskowiak said he hopes to place 300 students in part-time jobs by next September. He said the second phase of this years's program will also include finding jobs for students during the summer and full-time jobs for graduates.

Although some of the students would have found part-time jobs without Jaskowiak's help, he said his office is helping the youngsters learn the proper ways to apply and interview for jobs and to decide their career goals after graduation.

The students fill out applications in the job placement office and are interviewed by Jaskowiak or his secretary who has a degree to offer the students psychological help.

Jaskowiak's office bolsters the student's confidence about his ability to get a job and also offers constructive criticism about the application and interview he has submitted. Therefore, he is more polished at the process when he meets a potential employer.

The students are also supplied with cards of introduction from the job placement office so that employers know they have been screened and are likely to be more adept for the jobs they are seeking.

Jaskowiak's informal checks with companies which have hired Maury students indicates that most employers recognize that young people are capable of doing skilled work.

The students are working as clerks in retail stores, as repairmen for electrical supply firms and as draftsmen.

A more important aspect of the project, Jaskowiak said, is to correct the false conceptions many students have about work. Some of them want to work just to earn extra money and "most are willing to take anything; the first good-sounding job that comes along," he said.

Jaskowiak attempts to make the students consider their job goals and aptitudes before applying for a job.

Wednesday, January 9, 1974

Job Hunter Works For Students

By AUDREY SILESTAD
Staff Writer

Jim Crumley says he sees his new role as both a service to the business community and to the young people of the city.

When a department store sends out an SOS for extra hands to take inventory, the young director of Alexandria Schools Placement Service will be ready with two, three or maybe a hundred pairs of hands to meet the need.

BY THE SAME token, teens graduating from high school without solid plans for the future are no longer set adrift in the "real" sink-or-swim world of work.

Sometimes they want a just-getting-by job for a year or so before going on to college. Other times they are ready to take that first step toward a permanent vocation. In either case, the director's door is open for both counseling and concrete job placement services.

Recent graduates will be lined up with appropriate jobs when they need them. But, what about the most troubled young people in the school system, drop outs? "This is the first place they should come when they decide to take that step," he insists, gesturing around his office on the T.C. Williams campus.

Employment Counseling

Job placement director Jim Crumley, right, discusses employment prospects with Jenny Griffiths and Timmy McConchie. (Staff Photo by Michael L. Smith)

THE NEW director is a veteran of five years in Alexandria schools' classrooms, instructing various phases of vocational education and work-release projects. He said he feels the most vital aspect of the new placement program set up this year under federal grant, is bringing job-finding help to the two-thirds of the senior high school student body who are not enrolled in special vocational courses.

About 110 local firms have participated in the traditional distributive education (DECA) and industrial-cooperative (ICT) and similar formats to the mutual satisfaction of both employers and student workers.

"**BUT,**" **CRUMLEY** asks, "what about the college-bound student who just needs a job right now?"

More andmore young people are working while they go to school, he says. "It's the biggest new trend."

Some of the teenage employes of course, come from families where extra dollars are desperately needed and make the difference between being able or not to stay in school. Many more, however, are simply driven by the youth of the '70s strong desire for independence. This is a motive Jim Crumley, a few years out of school himself, apparently respects.

"**YOU CAN'T** patronize these young people," he said, "but they're mature enough that you can be honest with them and you can reason with them."

For example, he said, drawing on his classroom background in vocational courses, a capable boy might be turned down for a job because of an elementary hygiene problem like body odor.

"**I'D TELL** him privately 'if this is the only thing keeping you from the job you want, we've got to do something about it.' Usually that's all it takes and the student takes care of it with more showers or maybe a better deodorant."

To make sure these solvable problems don't slip past unnoticed, he follows up with the employers' after interviews, finding out why a candidate did, or did not, get the job he or shee applied for.

CRUMLEY'S job scarcely stops at lining up employment vacancies and willing workers. One of the first aids given to a student is a mimeographed compilation of do's and don'ts, hints on surviving a job interview and successful ways to respond to questionnaires. Some may be as elementary as wearing a clean shirt and knowing what kind of work is preferred. Others are more subtle, but the director said he feels no one looking for employment can be too well prepared, mentally, physically or emotionally.

Orientation Day, the first day of the 1974-75 school year at T.C. Williams, will be Jim Crumley's first chance to learn and try to answer the needs of the new student body. Every member of that body will receive a card to fill out stating his possible job needs and interests. These will go into the director's file, ready to refer to when an opening for Christmas, summer, temporary, weekend or other work comes around.

Appendix Y

A list of Supplies, Office Furniture, and Equipment, and Audio-visual Equipment and Materials

November 1974

COMMONWEALTH OF VIRGINIA
STATE DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA 23216

Student Job Placement Service

A list of Supplies, Office Furniture and Equipment, and Placement Media

The following list of supplies, office furniture and equipment, and placement media was compiled by the Student Job Placement Directors as items which had been found to be desirable in conducting a Student Job Placement Service. These items are listed as a guide for use in planning a Student Job Placement program.

OFFICE SUPPLIES

(1) Item	(2) No. or Amount Needed	(3) Description (Type, Make, Size, Etc.)	(4) Approximate Cost
Bands, rubber	2	1 box small & 1 medium	.20 per box*
Binder loose leaf	3	11 x 8 1/2	.40 ea.
Blotter Desk	2	19 x 24	.75 ea.
Cards Index #1 & #3	10 pkg.	5 x 7 or 3 x 5 4 x 6 (or another size)	.15 pkg.
Clips paper	1 ctn.	1000 to ctn	.50 ctn
Dispenser Cellophane Tape	2		1.00 ea.
Envelopes White	2	# 10 500 to box	1.75 ea.
Erasers (Typewriter)	2	Type with brush	.20 ea.
Files (File boxes)	1	Card metal two drawer 4 x 6	8.65 ea.
Folders	2	8 1/2 x 11 1/2 cut 100 to box	1.35
Folders	2	8 1/2 x 14 1/2 cut 100 to box	1.70

* All prices are listed as school warehouse prices, approximate.

OFFICE SUPPLIES CONTINUED

(1) Item	(2) No. or Amount Needed	(3) Description (Type, Make, Size Etc.)	(4) Approximate Cost
Guides	2	Alphabetical 4 x 6	.40 ea.
Guides	3	" 8 1/2 x 14 or 11	1.60 ea.
Gummed Address Labels	1 doz.	30 to box	1.70 doz.
Master Unit	1 box	8 1/2 x 100 per box	1.75 box
Master Unit	1 box	8 1/2 x 14 100 per box	2.00 box
Notebook, Steno	5	6 x 9	.15 ea.
Pad, Legal	2 doz.	canary ruled	.15 ea.
Pad Stamp, black	1		.45 ea.
Paper, bond	2 ream	8 1/2 x 11 watermarked	1.80 ream
Paper, carbon	1 box	8 1/2 x 11 med. wgt.	.90 box
Paper, duplicator	6 ream	8 1/2 x 11 & 8 1/2 x 14	.90 ream
Paper, mimeograph	6 ream	8 1/2 x 11 20 lb. white & 8 1/2 x 14	.75 ream
Paper, onion skin	2 ream	8 1/2 x 11	1.60 ream
Paper, thermal copier	1 box	8 1/2 x 11 500 to box	5.00 box
Pencils, lead	2 doz.	No. 2	.25 doz.
Pens, ballpoint	2 doz.	Blue fine point (or other)	.06 ea.
Pens, ballpoint	5	Red fine point	.06 ea.
Pins, straight	1 box	1/2 lb. to box	.90 box

OFFICE SUPPLIES CONTINUED

(1) Item	(2) No. or Amount Needed	(3) Description (Type, make, size, etc.)	(4) Approximate Cost
Ruler, 12 inch	2		.05 ea.
Sharpener, pencil	1	adj. head	2.25 ea.
Stapler	2		2.55 ea.
Staples	2 boxes	5000 to box	.25 box
Stencil Filing Folders	1 box		2.10 box
Stencil Mimeograph	2 qr	4 hole	1.40 qr
Tack Thumb	1 ctn	10 boxes to ctn	1.25 ctn
Tape Trans Mending	4 roll	3/4 x 1296	.55 roll
Tips Felt Flo Master	4	N/1 fine (or other)	.10 ea.
Tray Desk	4	Legal size	3.20 ea.
Scissors	2	7 inch (or other)	.55 ea.
Manila Envelopes	50	6 x 9 or 10 x 13	.05 ea.
Rolodex	1	Rotary Card File Model	
		No. 2400X 2 1/4 x 4 2000	
		Capacity w/cards	40.00
Postage stamps (will			
vary with local needs)			

OFFICE SUPPLIES CONTINUED

(1) Item	(2) No. or Amount Needed	(3) Description (Type, Make, Size, Etc.)	(4) Approximate Cost
Wite Out Erase Liquid or Typing Correct Tape	2 2		.42 .34
List Finder-Alphabet	1	For use by phone	1.33
Desk Calendar Holder	2		.85
Desk Calendar refill	2		.58
Typewriter ribbons	10	Black/Carbon	.26
Plastic Map Tacks	1 pkg.		.50
Stencil Correction Fluid	2 btls.		.29
Copyholder	1		
Staple Remover	2		2.25
File folder labels, gummed	3 rolls		.49
Construction paper	1 pkg.		.40
Display letters	1		6.00
Cleaner, brush type	1		.32
Dictionary	1		10.80
Paper, letterhead	1,000		12.00
Rubber stamp & pad	1		3.00
Business cards	2,000		48.00
Glue	1	1 1/4 oz. Elmer's Glue-all	.10

OFFICE SUPPLIES CONTINUED

(1) Item	(2) No. or Amount Needed	(3) Description (Type, Make, Size Etc.)	(4) Approximate Cost
Secretary Handbook	1		
Zip Code Directory	1		free
Area Map	1		free
Bookends	2 sets	Metal	5.50
Paper punch	1	Multi-hole/adjustable	9.05
Clip board	1	Legal size	.34

OFFICE FURNITURE AND EQUIPMENT

(1) Item	(2) No. Needed	(3) Description (Type, Make, Size Etc.)	(4) Approximate Cost
2 Desks	2	Executive & Secretarial	$400.00
Desk Chairs	2	Same as above	140.00 (2)
Filing Cabinets	2	4-drawer	150.00 (2)
Storage Cabinet	1	Metal, upright 5 shelves, 6' x 3' x 1 1/2'	150.00
Typewriter	1	IBM Selectric	500.00
Telephone	2	Separate line	264.00
Mimeo machine	1	Left to discretion of Director in conjunction with school administration. Essential in some cases.	
Chairs	2	Chairs without arms	$25-35 each
Bulletin board	1	Left to discretion of Director with school administration - Essential in some cases.	
Literature Rack	1	Left to discretion of Director with school administration - Essential in some cases.	

PLACEMENT MEDIA

(1) Item	(2) No. or Amount Needed	(3) Description (Type, Make, Size, Etc.)	(4) Approximate Cost	(5) Available From	(6) Remarks
Auto-Vance II Study Mate	1	#8878, Size 12" x 11" x 5" Filmstrip projector	$130.00	Society for Visual Ed.	Saves Directors' time. Can be used with appropriate sound film-strips to aid individuals in training for job interviews and in solving on-the-job problems.
Filmstrips with cassette tapes	Left to the discretion of Director	Standard size filmstrips in tubular boxes; recorded tapes in plastic cassettes	40.00 per filmstrip	Guidance Assoc. International Film Bureau McGraw Hill	
Complimentary text material for above filmstrips	Same as above	*See attached sheet for description and purchasing address of known sources			Will provide individuals tangible materials that can be used in procuring & securing a job.
Self-directed Search Assessment Booklets & Occupational Finders Booklets	100 sets (minimum)	Booklets 8 1/2" x 11" & 8 1/2" x 5 1/2" containing self-explanatory & self-directional info. for exploring myriad occupations	81.00	Consulting Psychologists Press	Saves Directors' time and is instrumental in aiding individuals to determine their interest in myriad occupations.
Sound Page System	1	Combines 4 min. of sound with visual message printed on a sheet of paper	300.00	3M Business Products	Invaluable aid in helping individuals learn vital job info.
Accessory Head Phone for Sound Page System	1		13.00	Same as above	Allows private use of Sound Page System
Career Sound Briefs	Left to the discretion of Director	Locks sound & picture back to back for simplified self-instruction	1.65 ea.	Same as above	Used in conjunction with Sound Page System

Appendix Z

Annual Report

Date Due: September 15

Revised 4/22/76

Retain One Copy
Send One Copy to State Office

COMMONWEALTH OF VIRGINIA
STATE DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA 23216

Annual Report
Student Job Placement Service

(Note: This report covers period from September 1 through August 31.)

School: ____________________ School Year: 19___- 19___

School Division: __________________ Date Submitted: __________

Placement Director: _________________________

School Enrollment: ___________

Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
M	F	M	F	M	F	M	F	M	F	M	F

Total School Enrollment: ________

I. ASSIST IN PLACEMENT OF HIGH SCHOOL GRADUATES

	Male	Female	Total
A. No. of Graduates			
1. No. work bound			
2. No. enrolled in postsecondary education			
3. No. enlisted in military			
4. No. undecided or others unavailable for work			
B. Graduates interviewed and/or counselled			
C. Graduates requesting job assistance from Placement Office (Both full-time and part-time)			
1. No. of full-time placements			
a. No. referred			
b. No. referred who were employed			
c. No. counselled who found own employment			

	Male	Female	Total
2. No. of part-time placements			
a. No. referred			
b. No. referred who were employed			
c. No. counselled who found own employment			
3. No. still seeking employment			

II. ASSIST IN THE PLACEMENT OF HIGH SCHOOL STUDENTS WHO WANT PART-TIME JOBS (In addition to graduates in Item No. 1 above)

	Male	Female	Total
A. No. students interviewed and/or counselled			
B. No. students requesting job assistance			
1. No. referred			
2. No. referred who were employed			
3. No. counselled who found own employment			
C. No. still seeking employment			

III. ASSIST IN THE PLACEMENT OF DROPOUTS AND ARRANGE FOR THEIR CONTINUED EDUCATION WHERE FEASIBLE

	Male	Female	Total
A. No. dropouts during past school year			
B. No. dropouts interviewed and/or counselled			
C. No. dropouts requesting job assistance			
1. No. referred			
2. No. referred who were employed			
3. No. counselled who found own employment			
D. No. still seeking employment			

IV. WORK CLOSELY WITH COORDINATORS OF THE VARIOUS COOPERATIVE EDUCATION PROGRAMS IN PLACEMENT OF STUDENTS

	Male	Female	Total
A. No. of students enrolled in co-op programs			
B. No. of co-op Coordinators			
C. No. of co-op Coordinators you have worked with in placement of students			
D. No. of job openings referred to co-op programs			
E. No. of job openings received from co-op programs			

V. WORK CLOSELY WITH THE GUIDANCE PERSONNEL IN THEIR EFFORTS TO ASSIST STUDENTS WITH EDUCATION FOR EMPLOYMENT

	Male	Female	Total
A. No. of conferences held with guidance personnel regarding placement of students	XXXXXXXXXXX	XXXXXXXX	
B. No. of students directly referred to Placement Office by guidance counselors			
C. No. of dropouts referred to Placement Office by guidance counselors			
D. No. of above students placed (B and C)			

VI. ASSIST STUDENTS IN JOB ADVANCEMENT

	Male	Female	Total
A. No. of working students who came to Placement Office seeking assistance for job advancement			
B. No. of working students who were assisted in job advancement			

VII. ADVISE STUDENTS AT EVERY LEVEL ABOUT CONTINUING EDUCATION OPPORTUNITIES

A. Counselled and provided information for students on continuing education in the following areas:

	YES	NO	No. of Students		
			Male	Female	Total
1. Adult Education					
2. Apprenticeship					
3. Barber College					
4. Cosmetology School					
5. Business School					
6. G.E.D.					
7. Nursing School					
8. Two-Year College					
9. Four-Year College					
10. Other					

B. Does the Placement Office have informational materials (brochures, pamphlets, etc.) available to students on Continuing Education? YES_______ NO_______

VIII. MAKE PROVISION FOR PRE-PLACEMENT TRAINING FOR STUDENTS SEEKING EMPLOYMENT

A. Total number of mini-sessions, clinics, classroom presentations, etc. provided for or conducted by the Placement Office ____________

B. Total number of students participating in the pre-placement training __________

C. Does the Placement Office provide individual counseling for pre-placement training before the student is sent to an interview? YES _______ NO _______

IX. CONDUCT A FOLLOW-THROUGH SURVEY OF ALL PLACEMENTS

	Male	Female	Total
A. No. of students surveyed			
1. No. still employed after three months			
2. No. still employed after six months			
3. No. still employed after twelve months			

X. PUBLIC RELATIONS

A. Has the Placement Service:

1. Prepared a brochure? YES_______ NO _______
If so, for what population (community, students, employers) is it intended?

____

____

2. Prepared articles for local newspapers, journals, or professional papers?
YES _______ NO _______

3. Prepared articles for school newspapers and other school publications?
YES _______ NO _______

4. Prepared a form letter to prospective employers? YES _______ NO _______

5. Prepared and utilized a business card? YES _______ NO _______

6. Prepared and utilized cards of introduction (and/or feedback) for the student to present to the prospective employer? YES_______ NO _______

7. Publicized the program via radio? YES _______ NO _______

8. Publicized the program via TV? YES _______ NO _______
If so, under what format (TV talk shows, coverage of special events, community service announcements)? ____

____

9. Presented the program and explained the Placement Service to

- civic groups? YES _______ NO _______
- business groups? YES _______ NO _______
- boards of trustees? YES _______ NO _______
- faculty? YES _______ NO _______
- administrators and staff (local and/or county level)? YES _______ NO _______
- cooperative programs? YES _______ NO _______
- PTA? YES_______ NO _______
- Other ____

10. Requested and sought feedback on the effectiveness of letters, methods of introduction, presentations, and mini-sessions? YES _______ NO _______

11. Sponsored or assisted in the sponsorship of special events (such as career fairs, in-service programs, conferences, etc.)? YES _______ NO _______

12. Designed its surroundings so as to appear attractive, pleasant, functional, and professional? YES _______ NO _______

X. COMMENTS
(Please include any comments you feel are needed in regard to the accomplishments of your program during the past year).

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